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ABSTRACT

A project was conducted to validate program standards and performance standards for four postsecondary occupational areas--fashion merchandising, fashion design, apparel, and window treatment services. Returns from 117 questionnaires from postsecondary institutions in fifty states were used to develop program standards statements and to provide direction in development of competency statements (program standards). Respondents used a 1 to 11 point scale to indicate degree of importance of general program standards. Fifty educators in fashion merchandising and 54 educators in other textiles and clothing areas responded. Competency statements based on tasks performed in four occupational areas were compiled into one instrument for each area. Separate questionnaires were developed for business and educators. Respondents indicated how important competencies were for each of four areas. Fashion merchandising questionnaires were completed by 218 educators and business personnel; fashion design by 64; apparel services by 108; and window treatment services by 79. Scattergrams were prepared for mean responses to competency statements for fashion design, apparel services; fashion design, window treatment; window treatment, apparel services. Sixteen competencies were common to three areas; 43 common to apparel services, fashion design; 20 common to fashion design, window treatment; and 16 common to window treatment, apparel services. (Author/JH)

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final report

Project No. 498AH7002

Grant No. G007701165

Irene Beavers
Project Director

Kathleen Beery
Graduate Assistant

Iowa State University
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Development of Standards for Textiles and Clothing Postsecondary Programs

July 1979

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Occupational and Adult Education

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STANDARDS FOR TEXTILES AND CLOTHING POSTSECONDARY PROGRAMS

Abstract

Purposes were: to validate program standards and performance standards for four postsecondary occupational areas--fashion merchandising, fashion design, apparel, and window treatment services. Returns from 117 questionnaires from postsecondary institutions in fifty states were used to develop program standards statements and to provide direction in development of competency statements (program standards).

Respondents used a 1 to 11 point scale to indicate degree of importance of general program standards. Fifty educators in fashion merchandising and 54 educators in other textiles and clothing areas responded.

Competency statements based on tasks performed in four occupational areas were compiled into one instrument for each area. Separate questionnaires were developed for business and educators. Respondents indicated how important competencies were for each of four areas. Fashion merchandising questionnaires were completed by 218 educators and business personnel; fashion design by 64; apparel services by 108; and window treatment services by 79.

Scattergrams were prepared for mean responses to competency statements for fashion design, apparel services; fashion design, window treatment; window treatment, apparel services. Sixteen competencies were common to three areas; 43 common to apparel services, fashion design; 20 common to fashion design, window treatment; and 16 common to window treatment, apparel services.

Dr. Irene Beavers, Project Director and Kathleen Beery, Graduate Assistant, Home Economics Education, College of Home Economics, Iowa State University, Ames, Iowa 50011.

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CHAPTER I.

INTRODUCTION

The purpose of this project has been to develop and validate performance and program standards for textiles and clothing postsecondary occupational programs. In order to assure relevancy to the world of work, the performance standards were based on task analyses and competency studies. The program standards were based on information obtained from existing programs. Standards were validated by teachers or coordinators of textiles and clothing programs, employees, consultants at State Departments of Public Instruction, and an advisory council.

Occupational opportunities in the textiles and clothing field are expanding due to increasing needs for sales and service personnel. The fashion industry provides many career opportunities for workers with educational preparation at less than a professional level. These occupations also offer many avenues for advancement. Workers with the requisite knowledge and skills in the textiles and clothing area can find jobs in apparel manufacturing, apparel and textile merchandising, the home sewing industry, and personal services. The personal services category includes the occupations of dressmakers, tailors, alterationists, and employees of dry cleaning and laundering establishments. Most of these occupations currently include both male and female workers.

The apparel industry in the United States is the second largest manufacturing industry, the third largest consumer industry, and the fourth largest employer (Sturm, 1973). This industry alone employed 1.2 million people in 1975 (U.S. Department of Commerce, 1976). Thus economic activities related to design, production, merchandising and maintenance of textiles, apparel, and accessories are a sizable force in our country. The retail outlets, which played a significant part in distributing the clothing items, employed more than one-fourth of the total number of workers engaged in retail occupations in 1972. An additional half-million were employed in dry cleaning and laundering establishments (U.S. Department of Health, Education, and Welfare, 1973).

The demand for educationally prepared and trained fashion merchandising personnel has been created by increased interest in and emphasis on fashion (U.S. Department of Health, Education, and Welfare, 1973). Two of the entry level positions include salespeople and merchandising trainees, depending on extent of education and experience. The projected employment possibilities are good for the merchandising occupation, as the demand for salesworkers is expected to increase due to market expansion and high replacement needs (U.S. Department of Labor, 1976).

Fabric sales are an important facet of the fashion industry. Due to the expanding technology, new fibers and fabrics have been introduced on the home sewing market. As a result, salespersonnel have had increasing difficulty in answering consumers' questions about the performance and care of new items. The expanding technology has created job opportunities for persons with the necessary textile information (Dickerson, 1966).

Employment in industries providing services is expected to increase at a greater pace than employment in the goods-producing industries (U.S. Department of Labor, 1974). These service industries are expected to grow faster than the average due to rising income, increasing leisure time, and the growing number of men and women who combine family responsibilities and a job. Laundry, dry cleaning, and garment services are included under personal services in the Standard Industrial Classification. From 1975 to 1976 there was a three percent gain in receipts from personal services, or a total of 6.2 billion dollars for the year. All types of dressmaking services are included under miscellaneous personal services; this classification exhibited an increase of 10 percent in receipts from 1975 to 1976. Due to increased customer demand, many laundry and dry cleaning establishments are broadening their services to provide alteration services, as well as carpet cleaning and drapery processing (U.S. Department of Commerce, 1976).

In a study conducted by Havland (1974) in Ohio, 213 business establishments responded to questionnaires related to the fabric service occupations. Seventy-two percent of the employers in larger cities responded that there was a need for persons with construction skills and textile knowledge. Respondents from men's clothing stores, manufacturing industries, dry cleaning establishments and women's clothing shops indicated a need for persons with the aforementioned training.

As a result of the current demand and prediction for employment in the textiles and clothing related occupations, training programs have been initiated. Employability studies and task analyses have been conducted in some areas in order to develop occupational programs and the needed curriculum materials. But after perusal of the Bibliography: Home economics related occupations (U.S.O.E. and AHEA, note 1), it was determined that the majority of curriculum materials currently available were not based on research findings, task analyses, or competency studies.

Mager and Beach (1967) stated that curriculum for an occupational training program is properly based upon an analysis of the specific occupation or occupations; this process is referred to as a task analysis or job analysis. Another important use for the task analysis is the identification of basic common denominators of similar or related occupations (Maley, 1966). By determining the tasks which are common to several occupations and incorporating them in the curriculum plan, it is possible to train individuals for entry level capabilities in a spectrum of related occupations. These groups of occupations are logically related and include identical or similar teachable skills and knowledge requirements for job performance. This type of training will allow the student to advance more rapidly up a career ladder to higher levels of responsibility and income.

The Manpower Research Review Panel (1972) presented some guidelines to enable schools to reduce discrepancies between employer-desired skills and curriculum-produced skills. The panel stated that decisions concerning the curriculum should be based on current and emerging opportunities for vocational school graduates, student needs and interests, and local resources. Conclusions drawn by the panel included: (1) efficient program development resulted from well-defined skill information, (2) skill information should describe required tasks and skills for a trade in several work settings where the trade is practical, so differences and commonalities can be assessed. Further use of the identified tasks as stated by the panel was to develop guidelines for selecting skills and knowledge to teach, and ultimately objectives for the program. Task analysis research findings provide information that educators consider as valuable guides in particular phases of curriculum development.

In order to perform a task successfully, certain knowledge and skills are needed and these can be defined as competencies. These competencies can be identified and delineated after the specific tasks are identified (Anderson, 1971). Kaisershot (1974) stated that the competency-based approach to education allows the students to proceed toward differing individual goals and at varying speeds. The instruction is flexible enough to allow students to perform at their individual rates and levels.

Task analysis and competency studies have been completed for some of the occupational areas in textiles and clothing. A comprehensive task analysis study for the clothing and textile services area was conducted at the University of Northern Iowa (1974). The following occupations were included: 1) fabric specialist, 2) tailor, 3) alteration specialist, 4) dry cleaner, and 5) launderer. Mazejy (1976) conducted a similar task analysis in the state of Wisconsin for four occupations: 1) sewing machine operator, 2) fabric specialist, 3) alteration hand, and 4) workers in laundry and dry cleaning establishments.

LaSalle (1972) identified a set of competencies required by mid-managers in retailing and used these in the development of a curriculum guide. Interviews were conducted with 104 executives and mid-managers. There was a high level of agreement between the groups on the 30 competencies needed by mid-managers. Flaxman (1973) conducted a study to determine competencies needed by fashion designers employed in apparel manufacturing. The competencies were of an abbreviated form but did not indicate important areas where skills and knowledge were needed.

A competency study was conducted by Baker (1975) to determine the competencies needed by fabric specialists and alteration specialists. Competency statements were developed from the tasks identified in the study conducted by the University of Northern Iowa (1974).

Much preliminary work has been completed on task identification for the specific occupations within the textiles and clothing area, but no research has been completed to find common competencies among the occupations. After perusal of the task analyses, many overlapping areas were noted. Also, studies to identify specific skills and understandings needed to perform these tasks have been completed for only two occupations. Commonalities among the occupations need to be determined in order to plan and evaluate vocational programs in this area.

A study involving the identification of competencies and clustering of common competencies for the area of textiles and clothing occupations was not found in the literature. But a study by Keller (1973) involved a methodology similar to the one which was used in phase I of this project. Keller identified the tasks in six child care occupations being performed by workers with less than a baccalaureate degree and identified tasks common and unique to the occupations.

Once common competencies and tasks have been identified for the occupational categories, they can be used to develop standards for curriculum development. These standards should be broad in scope in order to permit maximum flexibility in meeting geographical, occupational, and technical variations throughout the country (Meek, 1973). Utilizing industry representatives will help the curriculum coincide with occupational requirements of the job. In addition to the standards related to performance of the students, overall program standards also need to be considered. These include such items as the inclusion of work experience for students, use of advisory committees, and types of facilities needed for the particular instruction (Meek, 1973). The performance and overall program standards could be used not only for the development of vocational programs, but also for evaluation of existing programs.

Information from evaluation is utilized in the process of establishing accountability. Norton (1972) characterizes accountability as being concerned with program effectiveness and efficiency. In process evaluation methods and procedures used to implement the program, selection of related courses and cooperative work experiences would be included. Product evaluation would involve any differences observed in terms of student outcomes. A common basis for comparison would be actual outcomes vs. expected outcomes as specified in the program objectives. The standards would be useful in this process and ultimately in establishing accountability.

Need and Problem

There is a need for a broad set of standards for developing curriculum in the postsecondary textiles and clothing occupational programs. Meek (1973) stated that "Commonly accepted standards will help substantially to produce curriculum materials that can be used nationwide." Performance standards based on research findings, task analyses, and competency studies would make them more relevant to the world of work and also to the student.

The objectives for a program could then be readily derived from the standards related to competencies. Also a more integrated approach to the vocational program could be achieved so that students would be prepared for occupations requiring similar competencies and would thus be more mobile and adaptable to the changing labor and job market. Program standards based on information from existing vocational programs would provide a base for determining student learning experiences and the necessary classroom equipment.

Currently there are many textiles and clothing occupational programs being offered at the postsecondary level, but many of these are highly specialized and are not preparing students for a variety of occupations. These proposed performance and program standards would serve as a basis for developing integrated programs and also for evaluating existing programs. Currently most postsecondary and adult programs are evaluated in terms of enrollment, attendance, and placement figures (Farmer, 1976). Standards would add an extra dimension to the total program evaluation.

Standards would also facilitate articulation between secondary and postsecondary institutions. Wollfer (1975) explained four criteria which must be met before articulation can succeed: (1) commonality of curriculum instructional content, (2) coordinated instructional objectives for the same levels of instruction, (3) standardization of competency and skill standards, and (4) awareness by instructors of what is taught by others in the occupation. The set of performance standards (competency statements) would greatly facilitate the articulation process and ultimately provide students with a coordinated program throughout their vocational programs.

To develop performance standards, competencies were needed for occupational areas involving: fashion design, fashion merchandising, apparel services, and window treatment services. Competencies common and unique to the various occupations were also needed.

There were some textiles and clothing occupational areas where tasks and competencies had been validated. The University of Northern Iowa (1974) completed task analyses on the clothing and textiles service occupations. Mazejy (1976) conducted a similar study in the state of Wisconsin for the following occupations: sewing machine operator, fabric specialist, alteration hand, and workers in laundry and dry cleaning establishments. Task analyses on other areas were not found in the literature search.

Baker (1975) conducted a study to validate competencies needed by fabric alteration specialists. Studies related to tasks performed and competencies needed by persons in retailing have been completed. LaSalle (1972) conducted a study which identified a set of competencies required by mid-managers in retailing. A gap exists between the competencies needed for retailing and those specifically for fashion merchandising. There are many understandings related to textiles and clothing which are necessary to perform tasks in fashion merchandising. One of the desired competencies, as stated in a curriculum guide entitled Fashion merchandising (U.S. Department of Health, Education, and Welfare, 1973), was "a knowledge of the value, quality, construction, and performance of fashion products."

In an A.H.E.A./Office of Education project in the textiles and clothing area conducted by the Home Economics Education Department at

Iowa State University, it was determined that the greatest need for curriculum materials was in the area of fabric sales and clothing alterations (U.S.O.E. and A.H.E.A., note 1). Curriculum modules were developed for the fabric salesperson and for the clothing alterationist.

Materials from the above project and from other previous studies conducted in Iowa provided an adequate base for beginning the task of identifying performance standards.

Definitions used throughout this study were:

Competency	(A.H.E.A., 1974, p. 4). An attitude, behavior, skill, or understanding demonstrated by a participant at a specified performance level. A competency is broad in scope.
Performance standards	Criteria related to student performance which are based on needed competencies for the particular occupation. The competency statements in this study were used as performance standards.
Program standards	Criteria related to student learning experiences, both within and outside of the classroom, and the physical resources needed to carry out the activities.

CHAPTER II.

METHOD OF PROCEDURE

The purpose of this project was to validate a set of program standards and performance standards for four postsecondary occupational areas within the textiles and clothing field: fashion merchandising, fashion design, window treatment and decorative furnishings services, and apparel services. Specifically the objectives for the various phases of the project were to: (1) identify textiles and clothing career training programs available at the postsecondary level which require less than professional training, (2) identify course content currently included in the textiles and clothing occupational programs at the postsecondary level, as well as learning experiences and resources utilized, (3) develop competency statements for the various occupations based on completed task inventories, (4) validate common and unique competencies needed for the various occupations with a sample of postsecondary educators and business personnel, (5) develop program standards based on input from the postsecondary programs and findings in related studies, and (6) validate the program standards with a sample of educators and state educational supervisory personnel.

Literature Search

A literature search for task analyses, competency studies, and curriculum materials based on research findings for all the textiles and clothing related areas was completed. Studies were found in the following areas: fashion merchandising, home furnishing specialist, fashion design, clothing alterations and tailoring, industrial sewing, and

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drapery specialist. Studies of particular interest for this project were as follows: Baker (1975), LaSalle (1973), Greenwood (1972), Mazejy (1976), University of Northern Iowa (1974), Texas Tech University (1970), Flaxman (1973), Iowa State University (1974), Carmichael (1968), and Crawford (1967). Procedures used and findings were reviewed.

Studies pertaining to program evaluation, especially with an emphasis on validating standards, were also reviewed. A study conducted by Iowa State University, Department of Agriculture/Education, (1977) was used as a prototype for the program standards phase of the project.

Identification of Postsecondary Institutions

A thorough listing of postsecondary institutions offering textiles and clothing occupational programs was not available. Several school directories were located, but none were current; many of the textiles and clothing programs had been initiated since the publication of the directories. The directories primarily used were by the Barren's Educational Series, Inc. (1975) and the National Center for Education Statistics (1977).

To supplement information from the school directories, letters were sent to home economics supervisors in all state departments of public instruction requesting names of institutions offering one- and two-year instructional programs in the textiles and clothing areas (Appendix A). Letters were also mailed to directors of adult education in all states. Follow-up procedures including letters and telephone calls were carried out for those supervisors who did not respond.

Upon receipt of information about the existing programs, a form letter was mailed to the institution (Appendix B). This letter explained the study and included a tear-off portion which requested the name of the program, career options for graduates, and the coordinator's name. Mailing and follow-ups continued through February, 1977.

Selection of the Advisory Committee

The search for the advisory committee was assisted by supervisors in state departments of public instruction. A letter was mailed to seven supervisors in midwestern states which requested the name of a postsecondary educator who was well acquainted with postsecondary education (Appendix C). Names of business and industry personnel were requested of textiles and clothing educators.

The advisory committee was then selected from a four-state midwestern region. Included were two postsecondary textiles and clothing educators, one university textiles and clothing professor who had been involved in a program articulation process between two- and four-year institutions, a personnel director of a department store, and one supervisor from a state department of education (Appendix D). The advisory committee offered suggestions throughout the study in relation to scope of the project, sampling methods, and questionnaire development/review.

Development of the Initial Questionnaire

In order to determine the nature and scope of existing programs a survey of existing textiles and clothing postsecondary programs was conducted. The objectives of the survey were to: (1) identify the types and lengths of programs, number of students enrolled, and the career options available to graduates of the programs, (2) identify the required courses including laboratory and lecture hours, (3) identify textbooks used in the classroom, (4) identify learning activities participated in by students, (5) determine the types of equipment currently available in the programs, and (6) ascertain general information related to staffing, program-planning, program evaluation, and resource and facility requirements.

A questionnaire was developed to meet the objectives and was reviewed at an advisory committee meeting in November, 1977. The committee suggested additional items and some revisions on the original items. The suggestions were incorporated and the form was reproduced for mailing (Appendix E).

Collection of Data on Initial Questionnaire

Questionnaires were mailed to a deliberate sample consisting of programs which had been identified by the home economics supervisors and who had responded to the letter requesting information about their program. The sample of 271 institutions was representative of all fifty states and included programs in the following areas: fashion merchandising, apparel services, interior design-home furnishings, fashion design, industrial sewing, and textile engineering. A letter of transmittal (Appendix F) was included which familiarized them with the project and explained procedures for returning the completed questionnaire. The questionnaires were mailed in December, 1977 and January, 1978.

Follow-up Activities

The first follow-up was a double postcard with a return portion for the respondent to indicate whether the questionnaire had been received and completed or whether it had never arrived and another was desired (Appendix G). Another double postcard was mailed two weeks later. In February a letter was sent to the nonrespondents which reinforced the importance of the study and the need for immediate response (Appendix H). Telephone calls were also made in states which had a low response rate.

A total of 117 questionnaires was received. A listing of these programs by title is included in Appendix I.

Analysis of Data from the Initial Questionnaire

The information compiled from the initial questionnaire was used to develop program standards statements and it also provided some direction in the development of competency statements (performance standards). The data were hand-tabulated to provide frequencies for each item.

The findings were also useful in the first stages of categorizing the various programs into manageable clusters. Many of the program titles were overlapping which made categorization into distinct groups difficult. Career options were repeated under the various program options, which suggested a system for clustering the occupational areas. The careers of tailoring and alterations, for example, appeared many times in the same training programs.

Search for Additional Programs

Additional programs were sought for the final sample which would be used to validate the program and performance standards. The programs were located using the school directories and through telephone conversations with state departments. Some of the programs were listed under ambiguous titles such as "Home Economics Technology," but it was felt that a portion of these programs might be potentially useful for the sample. Inquiries were sent to 108 institutions to determine if these programs could be used for the final sample. Active programs were located in 43 of the institutions.

Approximately forty fashion merchandising programs, not previously recognized, were located with the assistance of distributive education supervisory personnel at state departments of public instruction. Telephone calls were made to institutions to verify the programs.

A total of 190 schools which offered textiles and clothing programs had been located by April, 1978. Some of these schools offered more than one program; thus there were approximately 250 occupational programs. The breakdown of program types was as follows: 137 fashion merchandising, 32 fashion design, 57 apparel services, and 41 home furnishings/interior design. These programs were not all mutually exclusive because several trained for overlapping career clusters. The search for additional programs continued through September, 1978.

Clustering Schemes for the Occupations

After examining the results of the initial questionnaire and compiling the names of additional programs, it was necessary to make a decision on the priority occupational areas to be studied. Certain factors entered into this decision: (1) the amount of research already conducted in the occupational areas, (2) the need for further study due to employment trends, (3) the appropriateness of the occupation for the textiles and clothing cluster, and (4) the number of programs in existence. The decision was complicated by the varied overlapping, and ambiguous program titles.

According to studies and opinions of vocational educators (Maley, 1967), career clustering is an expedient process which is beneficial to the student's career pattern and mobility. It would also be expedient in the fact that educators and business personnel could respond to competency statements related to a cluster of related occupations rather than to competencies for individual occupations.

The basis for the clustering scheme was on similarity of tasks performed. Additional information from the initial questionnaire was also considered. A tentative clustering scheme was developed and put in questionnaire format (Appendix J). A sample of 25 postsecondary educators, who had responded to previous inquiries, was selected to review the clusters and indicate which should be of priority interest. The questionnaires were also mailed to advisory committee members for review.

The career clustering scheme and cluster titles were well-accepted by the program coordinators and the advisory committee members. Based on the opinions of these respondents, information gained from the initial questionnaire, trends for future employment, and the numbers of existing programs, it was decided that the following priority areas would be included in the study: fashion merchandising, apparel services, window treatment and decorative furnishings services, and fashion design.

Several occupational clusters were eliminated according to previously stated conditions. The industrial sewing occupational area was not included due to the extensive amount of research already conducted. Textile technology or engineering was eliminated because it was highly technical and engineer-oriented, thus it was not felt to be in the home economics cluster but more in an engineering cluster; the programs located in postsecondary institutions were not associated with the home economics division but usually with the trade and industries division. Fabric sales was not included due to the limited number of programs and employment trends.

Request for Existing Program Guidelines

To determine if states had program guidelines or standards in the textiles and clothing area, several state home economics supervisors were contacted. A letter was drafted (Appendix K) which briefly explained the purpose of the project and requested copies of existing standards for textiles and clothing programs or occupational education as a whole. Ten supervisors, who responded originally to the request for names of programs, were surveyed. Only two states returned materials; the others indicated that standards were not currently available.

Development of Program Standards Questionnaires

A tentative list of program standard statements was developed based on the findings of the initial questionnaire and on the study conducted in the Agricultural Education Department, Iowa State University (1977). Section I of the questionnaire dealt with general program statements; Sections II and III covered items specifically related to occupational programs. These statements were reviewed by two postsecondary state supervisors for clarity and completeness of standards. Revisions were made and the items were put into questionnaire form. The instruction page and questionnaire are in Appendix L; the letter of transmittal is in Appendix M. A group of 13 educators and supervisory personnel pretested the questionnaire and made suggestions. Statements were revised according to the input from pretesting. The original response pattern (1 to 99) was changed to a 1 to 11 response pattern due to comments made in pretesting concerning difficulty of response on a 1 to 99 scale.

It was decided to separate fashion merchandising from the other three occupational areas due to differences in subject matter, equipment, and facilities. The merchandising programs were often placed under the business or marketing division rather than home economics, so separating the occupations into two separate questionnaires facilitated the validation stage. Copies of the fashion merchandising and textiles and clothing program standards questionnaire are found in Appendices N and O.

Letter Requesting Consent

Letters of consent to participate in the final stages of program standards and competency validation were developed for the postsecondary educators (Appendices P and Q). This form was developed not only to get the consent of the educators, but to obtain more complete information on the program and the names of business personnel in their locality. Two separate forms were prepared: one for fashion merchandising and the other for fashion design, apparel services, and window treatment services. In mid-May approximately 250 consent letters were mailed. A follow-up letter and accompanying postcard were mailed to nonrespondents (Appendix R). Correspondence and phone calls were continued through September, 1978, to obtain consent or verification of the programs. Consent letters were received from 94 fashion merchandising programs and 58 in the other three program areas.

Development of Competency Questionnaires

Task analysis and competency studies were used to develop a tentative list of competency statements for each occupational area. Competency studies were located in fashion merchandising and apparel services, but the "competencies" validated were more similar to "tasks performed" than to the project's stated definition of "competency." Further work was indicated in both of these occupational areas. Task analysis was utilized for competency statement development in the window treatment services and fashion design areas.

Competency statements were written based on the tasks performed in the four occupational areas. Many statements related to construction and textiles overlapped among the following occupational areas: fashion design, window treatment services, and apparel services. There was minimal overlap between the fashion merchandising competency statements and the other three areas.

Pretesting

The statements were compiled separately by occupational clusters and reproduced for dissemination; an instruction sheet for responding to the questionnaire was also developed. Each set of statements was pretested by a group consisting of 12 business persons and postsecondary educators. The advisory committee also reviewed the statements.

Final copies of the questionnaires

Suggestions were incorporated and the questionnaires were printed in final form. A printing reduction process was used to reduce the size into a small booklet-type form. The competency statements for fashion design, apparel services, and window treatment services were combined for a total of 88 statements. There were 51 fashion merchandising competency statements which were printed in a separate form.

Separate questionnaires were developed for business personnel in fashion design, apparel services, and window treatment services (Appendix S). The competency statements were the same but instructions, front cover page, and the color of the form varied. One questionnaire was printed for the educators in those three occupational areas (Appendix T). A multiple column response pattern was used so that educators could respond to one or more occupational areas depending on their qualifications. A 1 to 99 certainty response pattern was used on all these competency questionnaires. This form could then be used for all three areas, alleviating the need for separate forms.

Two forms were printed for the fashion merchandising sample: one for educators and one for business personnel (Appendices U and V). The questionnaire contained the same statements and used a double column response pattern. One of the purposes of the study was to determine the competencies that are important at entry-level and mid-management level in fashion merchandising. The respondent reacted twice to each of 51 items stating how important the competency would be at each level (entry and mid-management); a 1 to 11 certainty response pattern was used on both questionnaires. The instruction page and color was the same for these two forms. A separate letter of transmittal was enclosed with the business personnel's forms; the name of the respondent and who had recommended this person were typed on the letter to personalize it (Appendix W). The letter of transmittal for the fashion merchandising educators was included on the cover page of the questionnaire. Part of the sample had not returned letters of consent, thus names of coordinators were not always available and the questionnaires were not personally addressed.

Demographic information requested in the questionnaire

Items pertaining to demographic information were included with each questionnaire. Information about each respondent was requested which related to age, sex, and years of work experience. The educators were asked about their level of education and the average class size in their programs. One item on the business questionnaire pertained to whether or not graduates of two-year programs had been employed with their business. Business personnel also provided the title of their position in the business.

Additional information was requested on the fashion merchandising business questionnaire. The respondents were asked to respond to items pertaining to the following: (1) level of education and years of work experience, (2) title of position, (3) size and complexity of the store, (4) a designation of different merchandising positions into entry and mid-management level categories, and (5) information about which positions within the store had been filled by graduates of two-year programs.

Selection of Business Sample

Selection procedures for the business personnel sample varied for the four occupational areas. Names of some business personnel were provided through the educators' consent forms. But with apparel services, fashion design, and window treatment services, the numbers available were not adequate (a sample size of 100 in each category was desired).

An adequate number of names was obtained for fashion merchandising through recommendations of educators. The businesses included department stores, apparel specialty stores, and catalog department stores.

Additional names for apparel services and window treatment services were obtained through random selection in telephone directories. Approximately 20 names had been received through recommendations of educators; an additional 80 names were randomly selected. The cities chosen were: Chicago, Minneapolis, Indianapolis, Kansas City, Omaha, and Des Moines.

Business names were drawn from the business directory section under the following categories: (1) apparel services--dry cleaners with alteration services, dressmaking, tailoring; and (2) window treatment services--interiors shops with drapery-making services, and drapery-making services. The system for selection was to draw every other entry in the listing. Additional names were also recorded at this time for the contingency that some businesses would no longer be in operation.

Selecting the fashion design sample was more difficult. Approximately 20 names had been received through consent letters. It was decided to draw the additional numbers for the sample from apparel manufacturers in New York City, Dallas, Los Angeles, and Washington. Names of apparel manufacturers were obtained from directories in those centers and phone calls were made to the showrooms; usually only showrooms were listed. The manufacturers were then called and their consent to participate was requested. One person was our contact within this business and they would agree to have a certain number of employees within the company complete questionnaires. Upon completing the phone calls a sample size of 73 was achieved which represented 12 different companies. The respondents included designers, assistant designers, pattern-makers, and sample makers.

Collection of Data

There were ten different groups of respondents and some groups were further subdivided. They were as follows:

Competency questionnaire sample groups:

- -Apparel Services business personnel
- -Fashion Design business personnel
- -Window Treatment Services business personnel
- -Fashion Merchandising business personnel
- -Apparel Services educators
- -Fashion Design educators
- -Window Treatment Services educators
- -Fashion Merchandising educators

Fashion Merchandising program standards sample groups:

- -Distributive Education supervisory personnel
- -Professors in Distributive Education
- -Coordinators of Fashion Merchandising

Textiles and Clothing program standards sample groups:
(Apparel Services, Fashion Design, and Window Treatment Services)

- -Home Economics supervisory personnel
- -Coordinators of programs in the three areas

A questionnaire and prepaid business reply envelope were mailed to each respondent. Competency questionnaires were mailed in October and program standards questionnaires were mailed in November. The numbers of questionnaires mailed in each sample group are found respectively in Tables 1, 2, and 3.

There were two separate mailings for apparel services and window treatment services (business personnel) due to difficulties encountered in obtaining responses from the business establishments and the number of businesses which were no longer in operation. The figures in Table 1 reflect the total number of questionnaires mailed; for the apparel services group 121 questionnaires were mailed in October and 84 in January and for the window treatment services group 100 were mailed in October and 63 in January.

Table 1. Response by business personnel in apparel services, fashion design, window treatment services, and fashion merchandising

Sample group	Initial sample number	Adjustment factor[a]	Invited sample	Accepting sample	Data producing sample	Percentage of invited sample
Apparel Services	205	30	175	80	79	45%
Fashion Design	73	2	71	33	32	45%
Window Treatment Services	163	23	140	71	69	49%
Fashion Merchandising	148	7	141	117	116	82%

[a] The adjustment figures included those respondents where the questionnaires were not deliverable, the questionnaire was not appropriate for the business, or the business was no longer in operation.

Table 2. Response by educators in apparel services, fashion design, window treatment services, and fashion merchandising

Sample group	Initial sample number	Adjustment factor[a]	Invited sample	Accepting sample	Data producing sample	Percentage of invited sample
Apparel Services	46	1	48	39	38	84%
Fashion Design	55	4	51	37	33	65%
Window Treatment Services	29	5	24	16	16	67%
Fashion Merchandising	185	9	176	105	105	60%

[a] The adjustment figures included those respondents where the questionnaires were not deliverable, the instructor or coordinator was no longer employed at the institution, or the program did not exist.

Table 3. Response by sample for the program standards questionnaires

Sample group	Initial sample number	Adjustment factor[a]	Invited sample	Accepting sample	Data producing sample	Percentage of invited sample
Fashion Merchandising	64	2	62	51	50	81%
Textiles and Clothing[b]	64	6	58	55	54	93%

[a] The adjustment figures included those respondents where the state department of education employed no one in the particular specialty or the state offered no programs in the textiles and clothing area.

[b] Textiles and clothing represents all three areas of fashion design, apparel services, and window treatment services.

In all the tables an adjustment factor is included for the invited sample. Within each group of respondents there were conditions which reduced the number of the invited sample. Those conditions are stipulated with each table in a subscript. More detailed explanations follow in the next paragraphs.

Reasons for the adjustments on the business sample groups were as follows: (1) some questionnaires were not deliverable; usually reasons were unknown, (2) the business did not employ persons in the occupations related to competency validation, and (3) the person recommended was no longer employed with the establishment or the business was no longer in operation.

Factors for the adjustment within the educator sample groups were: (1) some questionnaires were not deliverable; usually reasons were unknown, (2) instructors or coordinators were no longer employed with the educational institution, and (3) the program did not exist due to incorrect information from the school directories or cancelled programs.

Within the sample which responded to the program standards questionnaire, there were two reasons for adjusting the invited sample figure. In some states there was no consultant or supervisor who felt confident in responding to the questionnaire or the position was currently vacant. Also, some of the states did not have any programs; information received earlier in the project indicated that programs did exist. Note in Table 3 that textiles and clothing represents apparel services, window treatment services, and fashion design.

Follow-up Activities

Different follow-up procedures were used depending on the type of sample group and percentage of returned questionnaires. Double postcards, single postcards, and telephone calls were made.

The return rates for fashion design, apparel services, and window treatment services (business sample) were low in November and December (approximately 25%). Thus, three follow-up postcards were mailed: (1) two double postcards with return portions where the respondents could indicate whether the questionnaire had been received and if it had been mailed, and (2) one single postcard reminding the respondent of the importance placed on each individual's response (Appendix X). Separate postcards were printed for each business group in order to personalize the message; colors were varied to facilitate the process. Some telephone calls were made in December, 1978, but this was curtailed due to the busy work schedules of business people during the holiday season.

The educators in fashion design, apparel services, and window treatment services also received three follow-up postcards. Approximately 40% of the questionnaires were returned by the end of December. The same postcards (two double and one single postcard) were used for all three groups of educators (Appendix Y). Some telephone calls were made in December, but due to school vacations further calling was delayed until January. In January and February, all educators in this group who had not returned their questionnaires were called. Questionnaires were resent if the participant was willing to complete the form. The total number of returned questionnaires is shown in Table 2; also included is information on the: (1) percentage of invited sample which responded, (2) number of nondeliverable questionnaires, (3) number of data-producing questionnaires, (4) number of programs which were not applicable to the study, and (5) number of respondents who were no longer employed and who therefore could not complete the questionnaire. The percentages of invited sample which responded were as follows: (1) apparel services, 84%; (2) fashion design, 65%; and (3) window treatment services, 67%.

Follow-up activities for the fashion design, apparel services, and window treatment services business sample were continued in January and February. The additional mailings for apparel services and window treatment services were also completed. All of the participants who were mailed a questionnaire in October but had not returned it were called. Questionnaires were re-sent if the participants were willing to fill out the form; in some cases questionnaires were never received and in other situations the person had misplaced it. Telephone follow-ups were conducted for the nonrespondents in the January mailings for apparel services and window treatment services. The total number of completed questionnaires is found in Table 1. The percentage of invited sample which responded was as follows: (1) apparel services, 45%; (2) fashion design, 45%; and (3) window treatment services, 49%.

Two follow-up postcards were sent to fashion merchandising educators and business personnel in November; one was a double postcard and the other was a single postcard (Appendix Z). Approximately 50% of the questionnaires had been returned by the end of December. Telephone calls were made to the nonrespondents; 75% of all educators and business personnel were contacted and requested to complete the questionnaires. Due to time limitations and the higher rate of response in this group, it was decided to call only a portion of the nonrespondents and not all as had been done with the other groups. The total percentage of the invited sample which responded was 60% for educators and 82% for business personnel.

Nonrespondents in the program standards sample received postcards in November and one in early December: one double postcard and one single postcard (Appendix A.A). Separate postcards were developed for fashion merchandising and for the other group consisting of apparel services, fashion design, and window treatment services. By December the response rate for each questionnaire was approximately 50%. Telephone calls were made to all nonrespondents in January and February. Information on the numbers of questionnaires returned is found in Table 3. The total percentage of the invited sample which responded was 81% for the fashion merchandising standards questionnaire and 93% for the textiles and clothing program standards questionnaire.

Analysis of Data

Each member of the sample group had been assigned an identification code ranging from 1 to 1400 which would identify the particular sample to which they belonged. All responses to items and demographic information were transferred to computer cards.

Frequency counts were tallied from the demographic data supplied from each group of respondents. Demographic information of educators included: sex, age, years of work experience, and title of the job. Business personnel were also asked whether they had hired graduates from two-year programs.

It was anticipated that the data on competencies for fashion design, apparel services, and window treatment services would be factor analyzed. To determine if a factor analysis was feasible, the between-groups and within-groups variation in response was examined; respondents were in six sample groups, educators in the three occupational areas and business personnel in the three areas. There was negligible variation within groups, but the between-groups variation was of such a substantial magnitude that a factor analysis was not feasible.

The variation in response between educators and business personnel was examined for each occupational area (fashion design, apparel services, and window treatment services). Most of the responses clustered near the diagonal indicating substantial agreement between educators and business personnel for most items. Since there was general agreement between educators and business personnel, a mean analysis could be used for each separate occupational area.

Means were calculated for the items in each occupational area: fashion design, apparel services, and window treatment services. A frequency distribution of means was examined to determine the cut-off point for acceptance of competencies. To determine which competencies were common among the occupations, responses were plotted on scattergrams between each possible combination of the three occupations. Competencies which were common to all three and common to two occupations were identified.

The variation in response between- and within-groups of educators and business personnel in fashion merchandising was examined to determine if a factor analysis was feasible. The between group variation was small in comparison to the within group variation; hence factor analysis was feasible. Data were factor analyzed and four factors were identified for entry level responses. The factor analysis for the mid-management level responses did not produce strong factors, and thus a discussion of the factors is not presented in the findings. The variation in response between educators and business personnel was examined through the use of scattergrams. Means for items at the entry level and mid-management level were plotted to determine any significant differences. Mean scores were examined for each level (entry and mid-management) to determine a cut-off point for acceptance.

An analysis of the mean scores was made on data from the program standards questionnaire. A frequency distribution of means was examined to determine the cut-off point for acceptance of standards statements; the fashion merchandising and textiles and clothing questionnaires were examined separately.

CHAPTER III.

FINDINGS AND DISCUSSION

Findings from the data are presented in four sections: (1) initial standards questionnaire, (2) competency questionnaire for fashion design, apparel services, and window treatment services and description of the sample, (3) competency questionnaire for entry-level and mid-management level positions in fashion merchandising and description of the sample, and (4) program standards questionnaire for fashion merchandising and three other textiles and clothing related occupations and description of the sample.

Initial Standards Questionnaire

The purpose of this initial questionnaire was to determine some of the characteristics of the various textiles and clothing related programs. A general description of the following type was desired: type of program, type of degree, resources used, student learning experiences, and staffing requirements.

Description of the sample

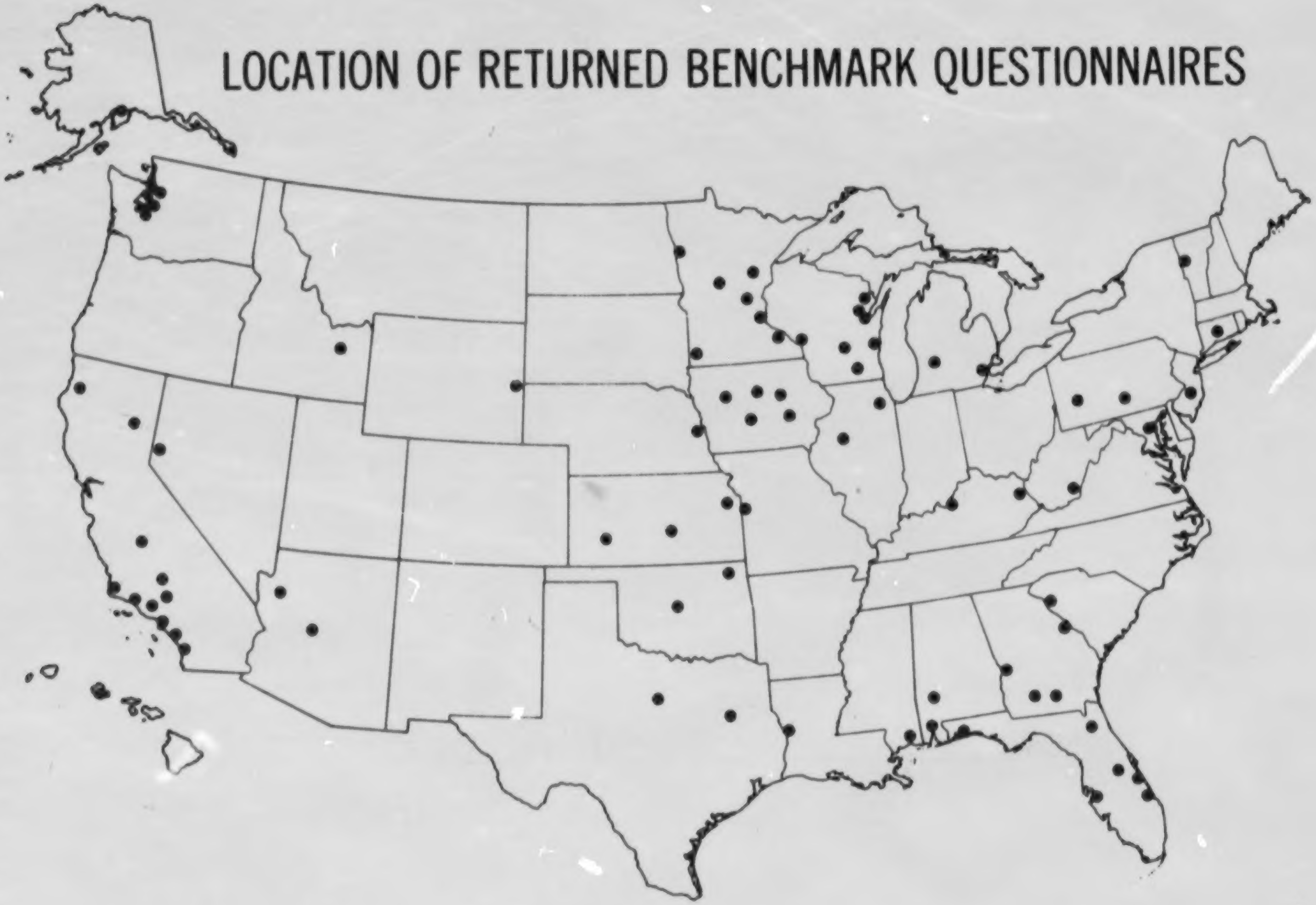
Programs in the various textiles and clothing categories were surveyed: fashion merchandising, apparel services, home furnishings, fashion design, industrial sewing, and textile technology. Some programs were categorized only as home economics or textiles and clothing, so it was not possible to definitely categorize the program until the questionnaire was returned. The invited sample was 271 and the data producing sample was 117. Four returned questionnaires were not useable.

The programs varied greatly by title (Appendix I). It was very difficult to place each program in a category due to the great variation in titles, but the information on career options associated with the educational programs facilitated the process. For purposes of categorizing additional information obtained from the questionnaire, programs were divided into the following categories: fashion merchandising, apparel services, fashion design, industrial sewing, and home furnishings. The sample represented programs in 30 states. The location of programs by states is presented in Figure 1.

General information about the programs

Programs varied as to whether a degree or diploma was granted. Seventy-one percent of all the programs granted a degree (Associate of Arts or Associate of Science) and 29 percent granted a diploma. The majority (75 percent) of the fashion merchandising programs awarded a degree. Of all the other programs, approximately 50 percent awarded a degree and 50 percent awarded a diploma. The length of programs ranged from 7 months to 32 months.

Respondents were asked to indicate what types of equipment and resources were available in their specific programs. The information is tabulated in Table 4 by type of program. The most frequently mentioned resources across all programs were domestic and commercial sewing machines, display mannequins, trade journals and newspapers, microscopes, and fitting rooms. A great number of fashion merchandising programs had several types of textile-testing equipment and cash registers available for in class use. Pressing equipment was a frequently mentioned item by apparel service educators.



LOCATION OF RETURNED BENCHMARK QUESTIONNAIRES

Figure 1. Respondents on initial questionnaire by state

Table 4. Types of resources available by program types

Resources	F.M.[a]	A.S.[b]	F.D.[c]	Ind.S.[d]	H.F.[e]
Domestic sewing machines	24	28	7	2	2
Industrial sewing machines	7	26	10	6	3
Blindstitch hemmer	6	25	9	5	2
Commercial pressing equipment	3	23	5	2	1
Commercial washer-dryer	2	4	3		
Domestic washer-dryer	2	3			
Display mannequins	37	16	6	1	
Apparel production equipment		17	7	2	
Trade journals and newspapers	43		8	2	3
Textile testing equipment					
Microscopes	23	15	4		
Fabric counter	17	12	2		
Pilling tester	1				
Crockometer	4		1		
Accelorotor	2				
Launder-ometer	4	2	2		
Wrinkle recovery tester	2	2	1		
Tabor abraser	2	1	1		
Mock store	19	7			3
Fitting rooms	9	20	10	1	
Manual adding machines	13	2			
Cash register (manual)	6	3			
Cash register (electronic)	8	1			
Weaving looms	3		1		
Display and modeling equipment	2				
Video equipment	1	3			

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[a] F.M. - Fashion Merchandising.

[b] A.S. - Apparel Services.

[c] F.D. - Fashion Design.

[d] Ind.S. - Industrial Sewing.

[e] H.F. - Home Furnishings.

Validated competencies were used by some programs as a basis for developing curriculum plans. The responses by program types are presented in Table 5. Approximately 50 percent of those responding in fashion merchandising programs and 66 percent of the apparel services programs used validated competencies for curriculum planning. There were not enough responses in the other categories to draw any conclusions.

Table 5. Programs using competencies for planning

	Type of Program				
Decision	F.M.	A.S.	F.D.	Ind.S.	H.F.
Yes	21	16	1	2	2
No	21	8	1	2	1

Respondents were asked if their postsecondary program had undergone articulation with similar textiles and clothing educational programs at the secondary and four-year college level. Over 50 percent of the fashion merchandising programs had articulation with four-year college programs and about 20 percent of the programs had articulation with secondary programs; 20 percent did not have articulation with other institutions. Of the apparel services programs, 33 percent had articulation with secondary programs, 23 percent with four-year programs, and 33 percent did not have articulation with other programs. No conclusions were drawn for other program areas because the number of responses was not sufficiently large.

Programs varied as to whether the textiles and clothing credits earned by students would transfer to four-year institutions (Table 6). Approximately 70 percent of those responding in fashion merchandising indicated that credits were transferable. Data for other programs are presented in Table 6.

Table 6. Transferability of textiles and clothing credits

Response	Type of Program				
	Ind.S.	F.M.	A.S.	F.D.	H.F.
Yes	0	31	9	0	1
No	4	7	12	2	2
Some	0	5	4	0	0

The frequency of follow-up surveys to determine students' current occupational status varied greatly (Table 7). The most frequently occurring time period for surveys to be conducted was one year after graduation. Data on all the programs are presented in Table 7.

Table 7. Frequency of follow-up surveys

Response	Type of Program				
	Ind.S.	F.M.	A.S.	F.D.	H.F.
1 year	3	25	21	4	2
2 years		8	1	0	0
3-5 years	1	13	6	0	0
Not conducted	2	13	1	1	0

Graduates of the textiles and clothing programs were placed in many types of businesses. Fashion merchandising graduates were most frequently employed in department, fabric, or apparel specialty stores. Graduates from apparel services programs were most frequently employed in department stores, fabric stores, apparel specialty stores, apparel manufacturing companies, or were self-employed. Data pertaining to type of employment are presented in Table 8.

Table 8. Businesses where graduates are employed

Type of Business	Type of Program				
	Ind.S.	F.M.	A.S.	F.D.	H.F.
Department store	1	41	19	1	2
Fabric store	1	31	16	1	1
Discount merchandiser	1	22	5	0	0
Laundry and drycleaner	1	4	10	0	0
Self-employed	11	19	26	11	2
Apparel specialty store	1	39	19	1	0
Other specialty store	1	10	8	0	1
Apparel manufacturer	5	7	16	4	2

Advisory committees for the educational programs assumed several roles. The educators indicated the most important functions to be program evaluation, program promotion, and needs determination. Resource allocation was indicated as important, but to a lesser degree than the others. The advisory committees met on a yearly or semi-yearly basis for most programs.

Several questions were asked pertaining to degrees and hours of work experience required of teachers and teacher-coordinators. There was little consensus on any of these questions due to the varied requirements by states.

Space allocations per student in the classroom were not specified in most states. Where they were specified, educators were not aware of them.

The majority of students were paid wages during the cooperative work experience.

The number of students supervised by one full-time teacher-coordinator varied greatly by programs. For fashion merchandising the number of students ranged from 12 or less to 55. The number of students in apparel services tended to be smaller, ranging from 12 or less to 23. Sufficient data were not available in other areas to draw conclusions.

Findings from this initial questionnaire were used to develop program standard statements for the final questionnaire. Where consensus on a specific item was not achieved, the final item had a multiple response pattern so that educators could choose the most appropriate condition. An example of this situation was the item on years of work experience required by teachers and teacher-coordinators. Respondents checked the length of time considered appropriate.

Competency Questionnaires for Fashion Design, Apparel Services, and Window Treatment Services

The purposes of these questionnaires were to: (1) identify competencies needed by workers in fashion design, apparel services, and window treatment services, and (2) identify competencies common to all three occupations and common to two occupations (each possible combination of the three occupations). Respondents included business personnel and educators in each of the occupations. Separate questionnaires were developed for each of the business groups and one questionnaire for the educators which had a multiple-column response pattern. The same list of competencies was included in each questionnaire. The findings are divided into two parts: (1) a description of the various sample groups and (2) a discussion of the competencies needed by workers in the three occupational areas.

Description of the sample groups

The description of the sample groups will be divided into two parts, educators and business personnel. All three occupational categories will be discussed in each part. The total number of questionnaires received in fashion design, apparel services, and window treatment services is presented in Figure 2 by state.

It will be noted that the number of educational programs in each occupational category will not necessarily be equal to the number of data-producing questionnaires in that sample group. This situation occurred because an instructor from one program, which trained for two of the occupations, may have responded twice to each competency statement, providing a data-producing questionnaire for each category. Thus, the program may have been categorized as fashion design (reflected in the demographic information in this section), but the educator may have responded to the competencies needed in both fashion design and apparel services (reflected in the number of data-producing questionnaires). A duplication of demographic information would have occurred if this system had not been used.

The three sample groups of educators were described according to sex, years of teaching experience, years of work experience, position with the program, educational background, and geographic location. A summary of this information by sample group is presented in Table 9. Information on the type of program and number of students enrolled was also requested.

The sample groups of educators were primarily composed of females: 93.9 percent in fashion design and 89.3 percent in apparel services. The window treatment services group was composed of 100 percent females.

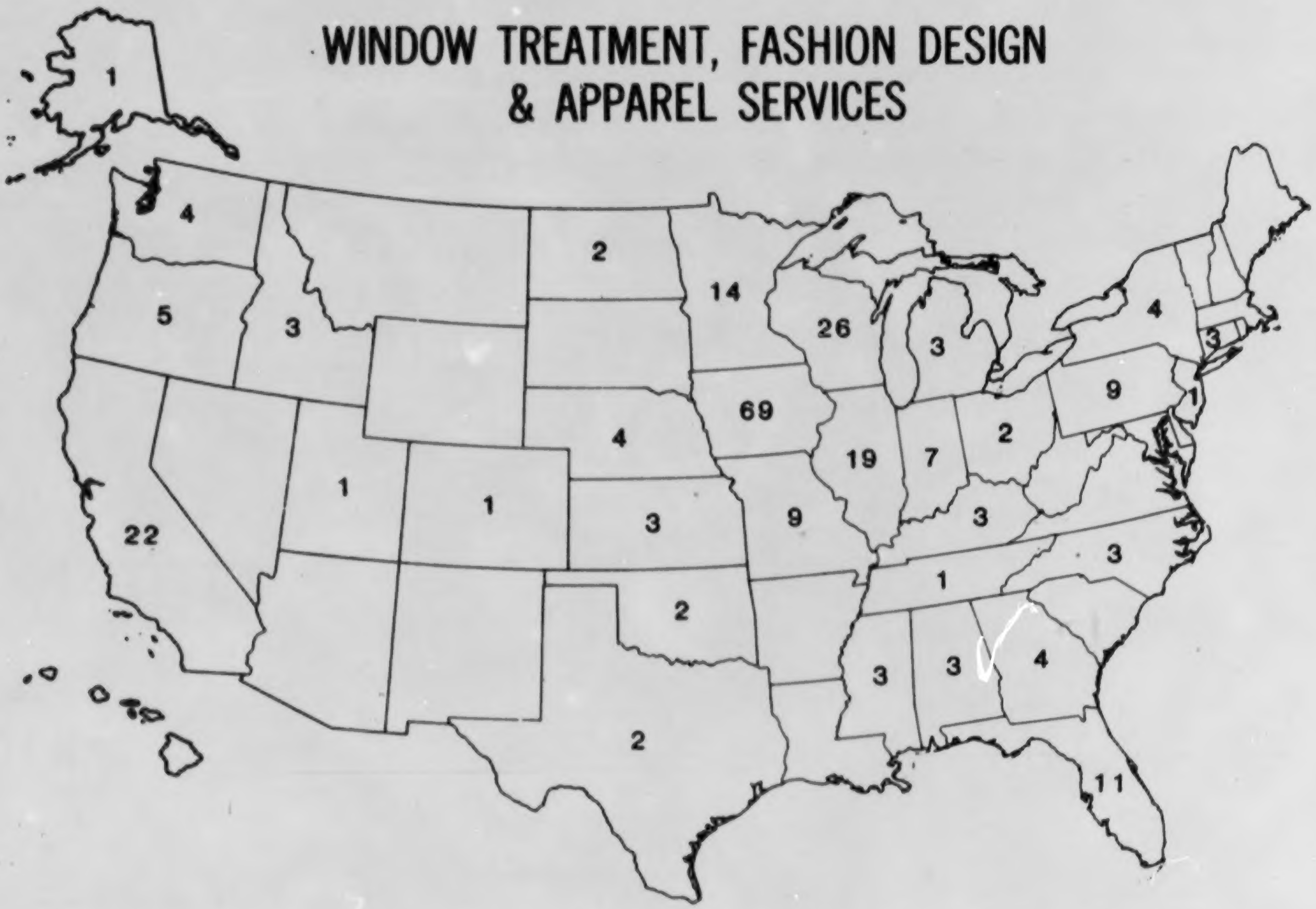
WINDOW TREATMENT, FASHION DESIGN & APPAREL SERVICES
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Figure 2. Number of usable questionnaires from each state for fashion design, apparel services, and window treatment services

Table 9. Demographic characteristics of educators in fashion design, apparel services, and window treatment services

Characteristics	Total Sample	Fashion Design		Apparel Services		Window Treatment Services	
	Percent	No.	Percent	No.	Percent	No.	Percent
Sex							
Male	7	2	6.1	3	10.7	0	0
Female	93	31	93.9	25	89.3	10	100
Total	100	33	100	28	100	10	100
Teaching experience							
1-2 years	4	1	3.1	1	3.6	1	10
3-4 years	14	5	15.6	4	14.3	1	10
5-6 years	14	3	9.4	3	10.7	4	40
7-8 years	14	6	18.8	4	14.3	0	0
9 or more years	53	7	53.1	16	57.1	4	40
Total	100	32	100	28	100	10	100
Work experience							
1-2 years	14	3	10.0	3	12.0	3	33.3
3-4 years	19	4	13.3	7	28.0	1	11.1
5-6 years	11	4	13.3	2	8.0	1	11.1
7-8 years	11	5	16.7	1	4.0	1	11.1
9 or more years	45	14	46.7	12	48.0	3	33.3
Total	100	30	100	25	100	9	100
Educational background							
Less than A.S., A.A.	9	2	6.1	3	11.5	1	10
A.S. or A.A.	16	8	24.2	2	7.7	1	10
B.S. or B.A.	23	7	21.2	6	23.1	3	30
M.S. or M.A.	51	15	45.5	15	57.7	5	50
Ph.D.	1	1	3.0	0	0.0	0	0
Total	100	33	100	26	100	10	100
Position with program							
Chairperson	34	13	39.4	10	35.7	1	10
Coordinator-advisor	11	3	9.1	4	14.3	1	10
Instructor	49	15	45.5	12	42.9	8	80
Professor	6	2	6.1	2	7.1	0	0
Total	100	33	100	28	100	10	100

Table 9. (Continued)

Characteristics	Total Sample	Fashion Design		Apparel Services		Window Treatment Services	
	Percent	No.	Percent	No.	Percent	No.	Percent
Geographic location							
Alabama	2.8	0	0.0	2	7.1	0	0
Alaska	1.4	0	0.0	1	3.6	0	0
California	19.7	11	33.3	1	3.6	2	20
Colorado	1.4	0	0.0	0	0.0	1	10
Florida	9.9	3	9.1	4	14.3	0	0
Georgia	5.6	2	6.1	2	7.1	0	0
Idaho	4.2	0	0.0	2	7.1	1	10
Illinois	1.4	1	3.0	0	0.0	0	0
Iowa	4.2	2	6.1	1	3.6	0	0
Kansas	1.4	0	0.0	0	0.0	1	10
Kentucky	1.4	0	0.0	0	0.0	1	10
Michigan	4.2	1	3.0	2	7.1	0	0
Mississippi	1.4	0	0.0	0	0.0	1	10
Minnesota	5.6	2	6.1	2	7.1	0	0
Nebraska	2.8	2	6.1	0	0.0	0	0
New Jersey	1.4	0	0.0	1	3.6	0	0
New York	2.8	2	6.1	0	0.0	0	0
Oklahoma	1.4	0	0.0	1	3.6	0	0
Oregon	2.8	2	6.1	0	0.0	0	0
Pennsylvania	7.0	4	12.1	1	3.6	0	0
Tennessee	1.4	0	0.0	1	3.6	0	0
Utah	1.4	0	0.0	0	0.0	1	10
Washington	2.8	1	3.0	1	3.6	0	0
Wisconsin	11.3	0	0.0	6	21.4	2	20
Total	100	33	100	28	100	10	100

The educators had varying amounts of teaching experience, ranging from one year to more than nine years. Approximately 50 percent of all the educators had nine or more years of teaching experience.

The years of work experience pertaining to their specialized areas varied from one year to over nine years for educators. In fashion design and apparel services, approximately 50 percent of the educators had nine or more years of experience.

Fifty percent of the educators had a Master's degree, approximately 25 percent had a Bachelor's degree, and 15 percent had an Associate degree. There were six educators who had less than an Associate degree. Only one respondent in the three sample groups had a Ph.D.

The positions/titles held by educators included departmental chairperson, coordinator-advisor, instructor, and professor. Forty-nine percent of the respondents were instructors and 35 percent were departmental chairpersons.

Textiles and clothing programs in 24 states were represented. California, Wisconsin, and Florida had the highest number of respondents (Table 9).

Size of the programs varied greatly. Both the mean and mode are reported for each program because outliers tended to distort the mean (Table 10). Several of the fashion design programs had a large enrollment; four programs had approximately 100 students. The mode more accurately describes the average size of the programs.

Table 10. Number of students enrolled in programs

Type of Program	Mean	Mode	Range
Fashion Design	54.6	25	1-700
Apparel Services	19.7	15	3-110
Window Treatment Services	33.2	20	10-130

Titles of programs were not consistent from one institution to another, but the career options for students provided some consistency. The description of the program including information on career options was used to categorize the programs. The following program titles were encountered in the entire sample of educational institutions: custom dressmaking; interior design; textiles and clothing; home furnishings; needle trades; family life; apparel specialist; drapery specialist; fashion construction; tailor-alterations; fashion design; clothing management, production, and services; clothing design; home economics; fabrics, fashion, and related technology; apparel arts; and apparel design and patternmaking.

The three sample groups of business personnel were described according to sex, age, years of work experience, geographic location, and job titles. A summary of this information by sample group is presented in Table 11.

The total data-producing sample of business personnel was composed of 69.4 percent females and 30.6 percent males. A slightly higher percentage (37.7 percent) of males were found in the window treatment services group.

The range in ages was from under 30 to over 61. Fashion design tended to have larger numbers in the 30 or under category. This category also was largest in apparel services and window treatment services, but not to the same degree. The number of workers in window treatment services was distributed almost equally across all age categories, excluding the 61 or over category. The 61 or over category represented the fewest numbers in all occupations. Even though there was a large percentage of younger workers, 57.7 percent of all workers had 11 or more years of work experience in their field. Apparel services had the largest number of workers with over 11 years of work experience.

Table 11. Demographic characteristics of business personnel in fashion design, apparel services, and window treatment services

Characteristic	Total Sample	Fashion Design		Apparel Services		Window Treatment Services	
	Percent	No.	Percent	No.	Percent	No.	Percent
Sex							
Male	30.6	9	29.0	20	25.0	26	37.7
Female	69.4	22	71.0	60	75.0	43	62.3
Total	100	31	100	80	100	69	100
Age							
30 or under	29.4	12	38.7	23	28.7	18	26.1
31 to 40	18.9	4	12.9	13	16.2	17	24.6
41 to 50	20.6	7	22.6	16	20.0	14	20.3
51 to 60	20.6	7	22.6	18	22.5	12	17.4
61 or over	10.5	1	3.2	10	12.5	8	11.6
Total	100	31	100	80	100	69	100
Work experience							
1 year or less	6.1	2	6.3	3	3.8	6	8.6
2-5 years	20.6	8	25.0	16	20.5	13	18.6
6-10 years	15.6	5	15.6	6	7.7	17	24.3
11 or more years	57.7	17	53.1	53	67.9	34	48.6
Total	100	32	100	78	100	70	100
Geographic location							
Alabama	0.5	0	0.0	1	1.2	0	0.0
California	4.4	7	22.6	0	0.0	1	1.4
Connecticut	1.6	2	6.5	0	0.0	1	1.4
Florida	2.2	1	3.2	3	3.7	0	0.0
Illinois	9.9	0	0.0	7	8.7	11	15.7
Indiana	3.8	0	0.0	0	0.0	7	10.0
Iowa	36.3	0	0.0	41	51.2	25	35.7
Kansas	1.1	0	0.0	1	1.2	1	1.4
Kentucky	1.1	0	0.0	2	2.5	0	0.0
Minnesota	5.5	3	9.7	5	6.3	2	2.9
Mississippi	1.1	0	0.0	1	1.2	1	1.4
Missouri	9.3	3	9.7	6	7.5	8	11.4
Nebraska	1.1	0	0.0	0	0.0	2	2.9
New York	1.1	2	6.5	0	0.0	0	0.0
North Carolina	1.6	3	9.7	0	0.0	0	0.0
North Dakota	1.1	0	0.0	1	1.2	1	1.4
Ohio	1.1	0	0.0	1	1.2	1	1.4
Oregon	1.6	3	9.7	0	0.0	0	0.0
Pennsylvania	2.2	4	12.9	0	0.0	0	0.0
Texas	1.1	2	6.5	0	0.0	0	0.0
Washington	1.6	1	3.2	2	2.5	0	0.0
Wisconsin	10.4	1	0.0	9	11.2	9	12.9
Total	100	32	100	80	100	70	100

Twenty-two states were represented in the business sample. The greatest percentage of respondents in apparel services and window treatment services was from Iowa (Table 11).

Job titles of the respondents in the three occupations are listed in Tables 12, 13, and 14. In apparel services, 50.6 percent of the respondents were identified as a dressmaker/alterationist and 31.2 percent as a manager or owner of an apparel retail business. A large percentage of the window treatment services group was either interior designers or owner/managers of an interiors shop. The largest numbers of respondents in fashion design were either designers, presidents, or owners of an apparel manufacturing company, or patternmakers.

Table 12. Job titles of fashion design business respondents

Job title	Number	Percentage
Assistant designer	2	6.5
Designer	7	22.6
President of owner of apparel manufacturing company	5	16.1
Patternmaker	6	19.4
Pattern designer	1	3.2
Piece goods buyer	1	3.2
Merchandise manager	3	9.7
Staff director	2	6.5
Industrial relations manager	2	6.5
Sample maker	1	3.2
Sample cutter	1	3.2
Total	31	100

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Table 13. Job titles of apparel services business respondents

Job title	Number	Percentage
Dressmaker/alterationist	39	50.6
Tailor	7	9.1
Fabric store manager	4	5.2
Fitter--men's shop	1	1.3
Manager/owner--apparel business	24	31.2
Manager--drycleaning business	2	2.6
Total	77	100

Table 14. Job titles of window treatment services business respondents

Job title	Number	Percentage
Manager--drapery department	10	14.7
Interior designer	19	27.9
Drapery maker	5	7.4
Owner/manager--interiors shop	20	29.4
Buyer	2	2.9
Merchandise manager	1	1.5
Drapery sales	11	16.2
Total	68	100

Employers indicated that they had hired workers who had been trained in one- or two-year occupational programs. The percentages of those business persons who had employed graduates varied by occupational area: 50 percent of employers in window treatment services, 83 percent in fashion design, and 34 percent in apparel services. The high percentage in fashion design may indicate the great importance of prior training. The other occupations may have used more on-the-job training. Several employers wrote personal notes on the window treatment and apparel services questionnaires requesting information about such training programs; they indicated they would like to hire such graduates.

Competencies needed by workers in the three occupations

A mean analysis was used to determine those competencies needed by workers in the three occupations. Responses from business personnel and educators in each occupation were pooled to calculate the means. The decision to pool the two groups of respondents was based on the results of three scattergrams, plotting means of responses 1 to 88 for educators and business personnel (Figures 3, 4, and 5). Mean scores were first transformed to normalized ranks.

Mean responses for educators and business personnel in fashion design are presented in Figure 3. Most responses clustered along the diagonal indicating that there was substantial agreement between educators and business personnel on the importance of the competencies.

The scattergram for mean responses for apparel services is presented in Figure 4. There was considerable agreement between educators and business personnel as shown in the scattergram, although educators did tend to rate competencies slightly higher than business personnel.

Mean scores for educators and business personnel in window treatment services are shown in Figure 5. In this scattergram there was substantial agreement between the two groups. The competencies in the lower left quadrant, those considered unimportant by both groups, were rated higher by business personnel than by educators. This difference between the way the two groups perceived the importance of these competencies was not considered a major difference.

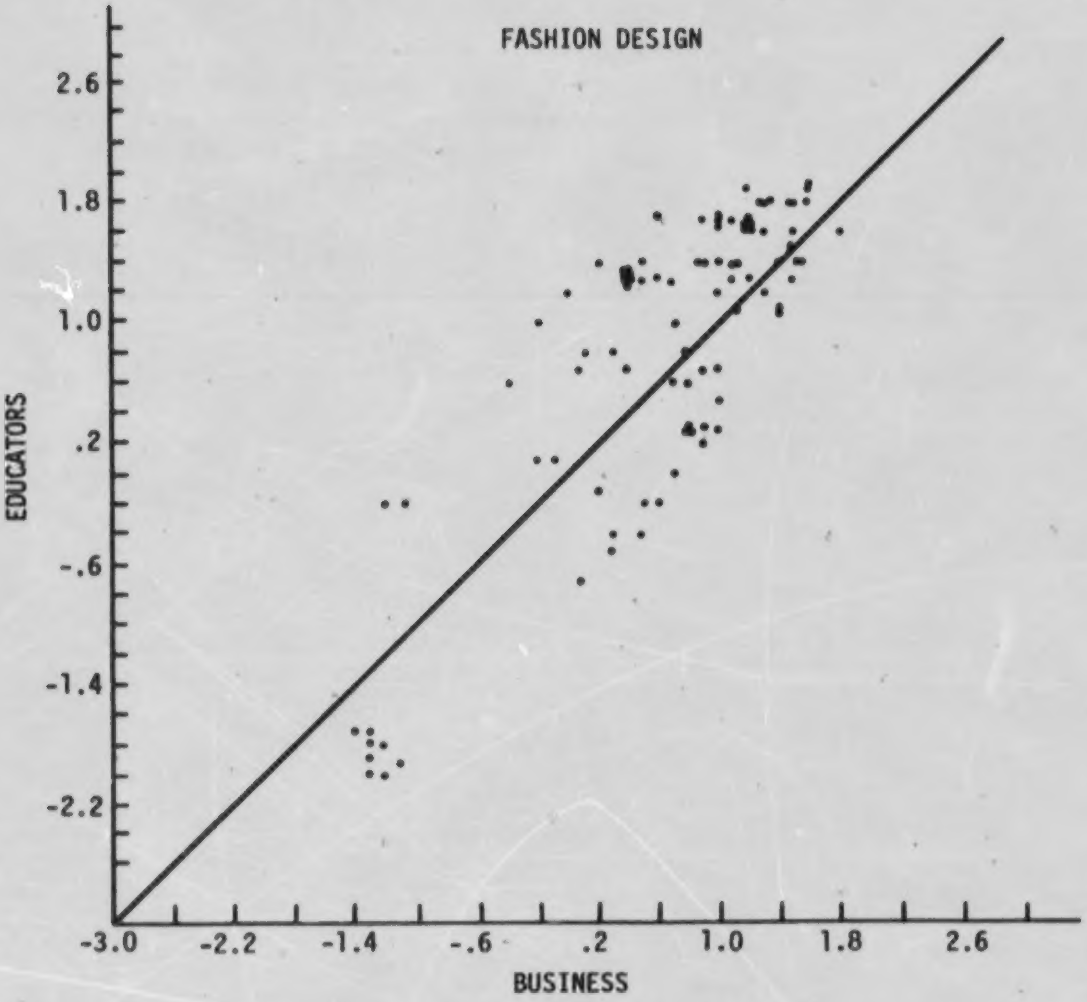

Figure 3. Scattergram of the means of responses 1 to 88 for educators and business personnel in fashion design

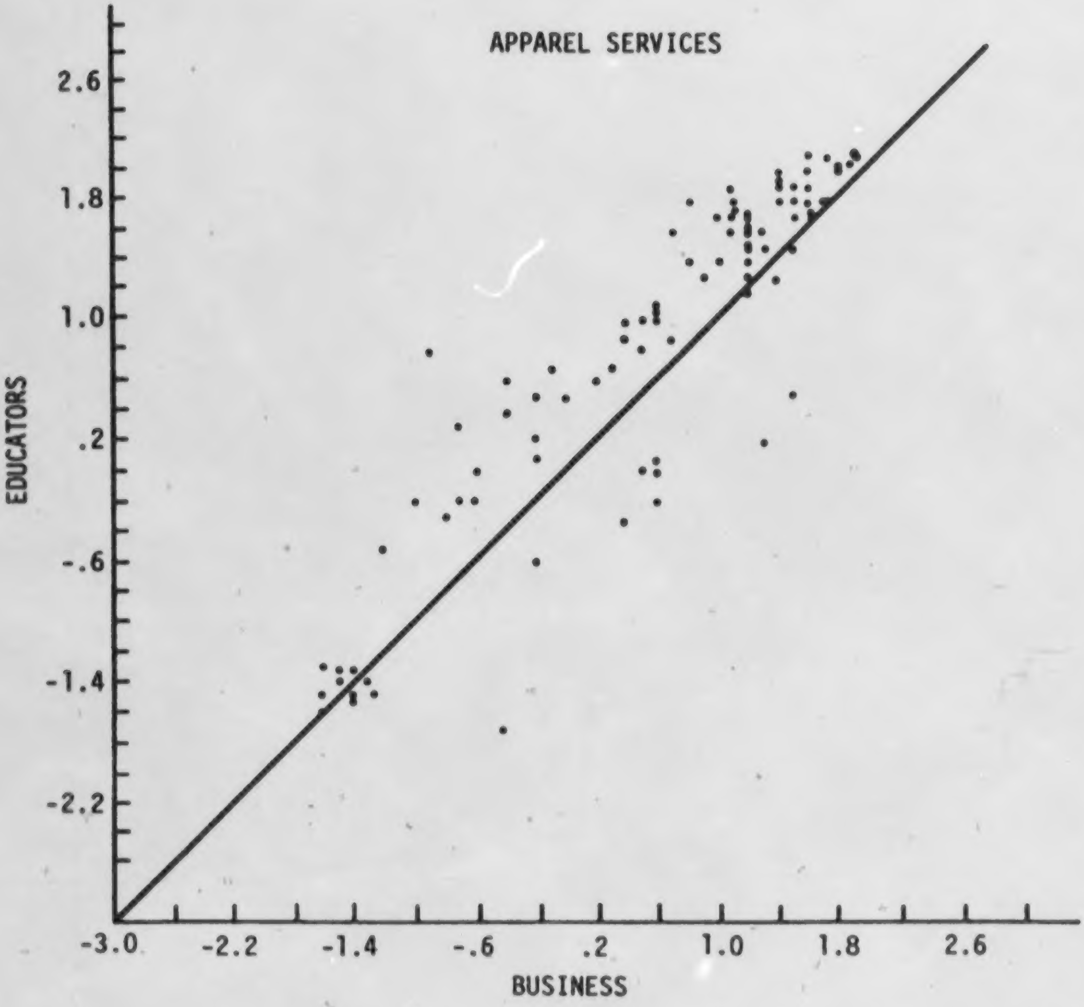

Figure 4. Scattergram of the means of responses 1 to 88 for educators and business personnel in apparel services

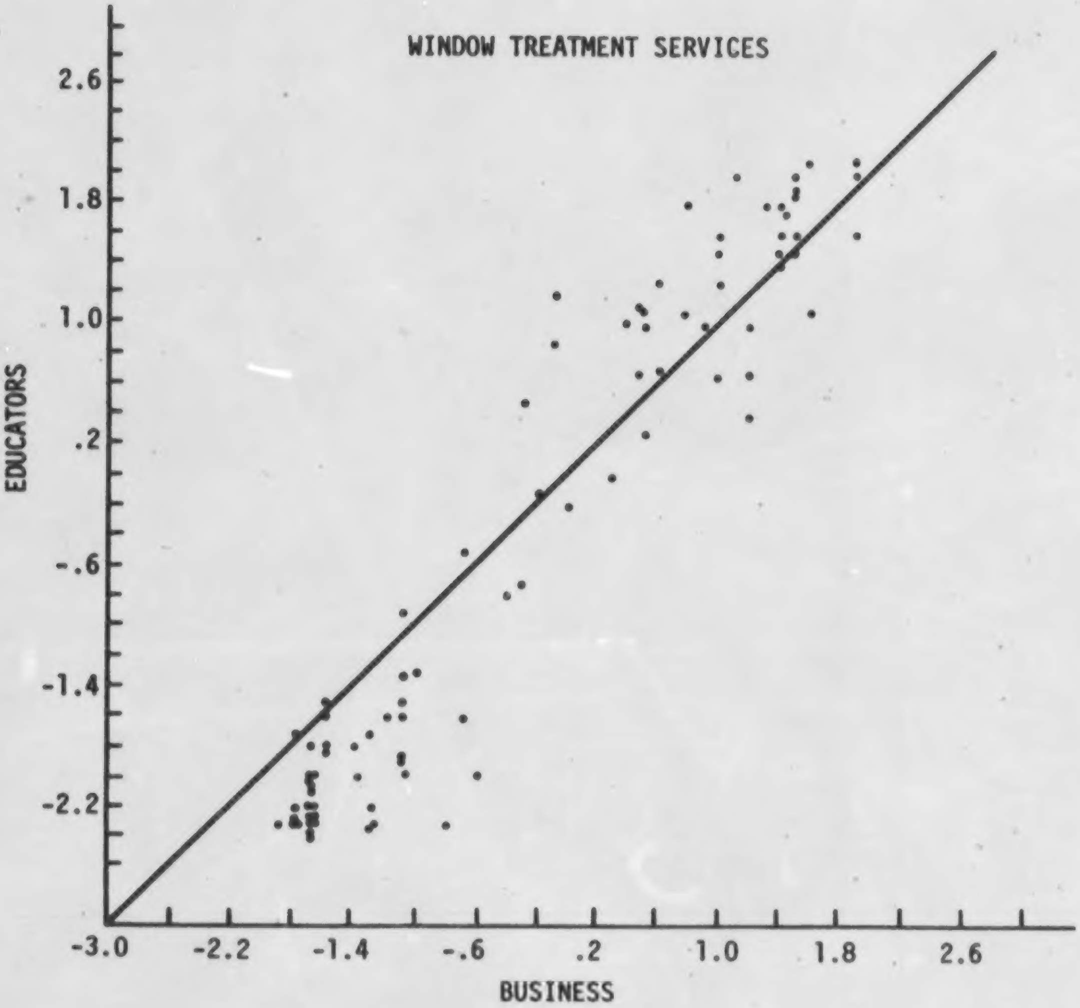

Figure 5. Scattergram of the means of responses 1 to 88 for educators and business personnel in window treatment services

Overall, educators and business personnel in each separate occupation were in agreement on the importance of the competencies. Thus, frequencies of means for each occupation were examined and a cut-off point of 65 was determined. The scale was 1 (not important) to 99 (very important).

There were 62 competencies considered important for entry-level positions in fashion design. The entry-level positions were defined as assistant designer, sample maker, and patternmaker. These competencies are listed in Appendix E.E.

Fifty-two competencies were identified as important for positions in apparel services (Appendix F.F). The occupations in apparel services were defined as dressmaker, alterationist, and tailor.

Window treatment services had the smallest number of competencies considered to be important for entry-level positions; 34 were rated at 65 or above (Appendix F.F). This can be partially explained because it is a very specialized occupational area. The career options were defined as: drapery maker, drapery sales person, and home accessories sewer.

Sixteen competencies were determined to be common among the three occupations. All of these competencies were rated at 65 or above by all groups of respondents. Listed below are those competencies identified as important for entry-level positions in all three areas.

1. Write brief and clear sewing, cutting, and layout directions.
2. Interpret customer's ideas and fabric choices into designs which meet potential customer's desires.
3. Evaluate finished product for quality and for customer's intended end use.
4. Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics.

5. Determine the amount of fabric, trim, and notions needed and calculate the cost from measurements, type of fabric, work specifications, and labor cost.
6. Analyze the fabric design and determine the length needed to match design and the proper techniques for cutting and straightening the grain.
7. Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner.
8. Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric.
9. Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance, and hand of the fabric.
10. Exhibit communication skills needed to secure a job: job interviewing, preparation of résumé, and completion of application forms.
11. Demonstrate qualities of personality that will be helpful when working with customers.
12. Display positive attitudes toward employer-employee relationships.
13. Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with other employees.
14. Appreciate the importance of maintaining accurate customer and business records.
15. Write and interpret information found on work orders.
16. Manage time, energy, and resources by using an efficient arrangement of the work area.

Mean scores for each item were plotted in scattergrams to determine which competencies were common to fashion design and apparel services, fashion design and window treatment services, and apparel services and window treatment services.

Sixteen competencies were found to be common between apparel services and window treatment services; these were the same as those previously mentioned as common to all three occupations. Examination of the scattergram (Figure 6) shows the 16 competencies clusterd together that were judged important for both areas.

There were four competencies found to be common between **fashion** design and window treatment services in addition to the 16 competencies that were common to all three occupations. The scattergram (Figure 7) indicates the cluster of 20 competencies common to the two occupational areas. The four items common to the two areas are found in Appendix E.E.

Fashion design and apparel services had the greatest number of competencies in common, indicating a similarity in the training necessary for each occupational area. Twenty-seven competencies were found common between fashion design and apparel services in addition to the 16 competencies common to all three. The scattergram (Figure 8) shows the cluster of 43 competencies common to the two occupations. The specific items are listed in Appendix E.E.

Competency Questionnaire for Fashion Merchandising

The purpose of this questionnaire was to identify the competencies needed by persons in entry-level and mid-management level positions in fashion merchandising. The same questionnaires were administered to business personnel and educators with the exception of the cover letter and some demographic information. A multiple-response format was used so that respondents could rate each competency statement twice for the

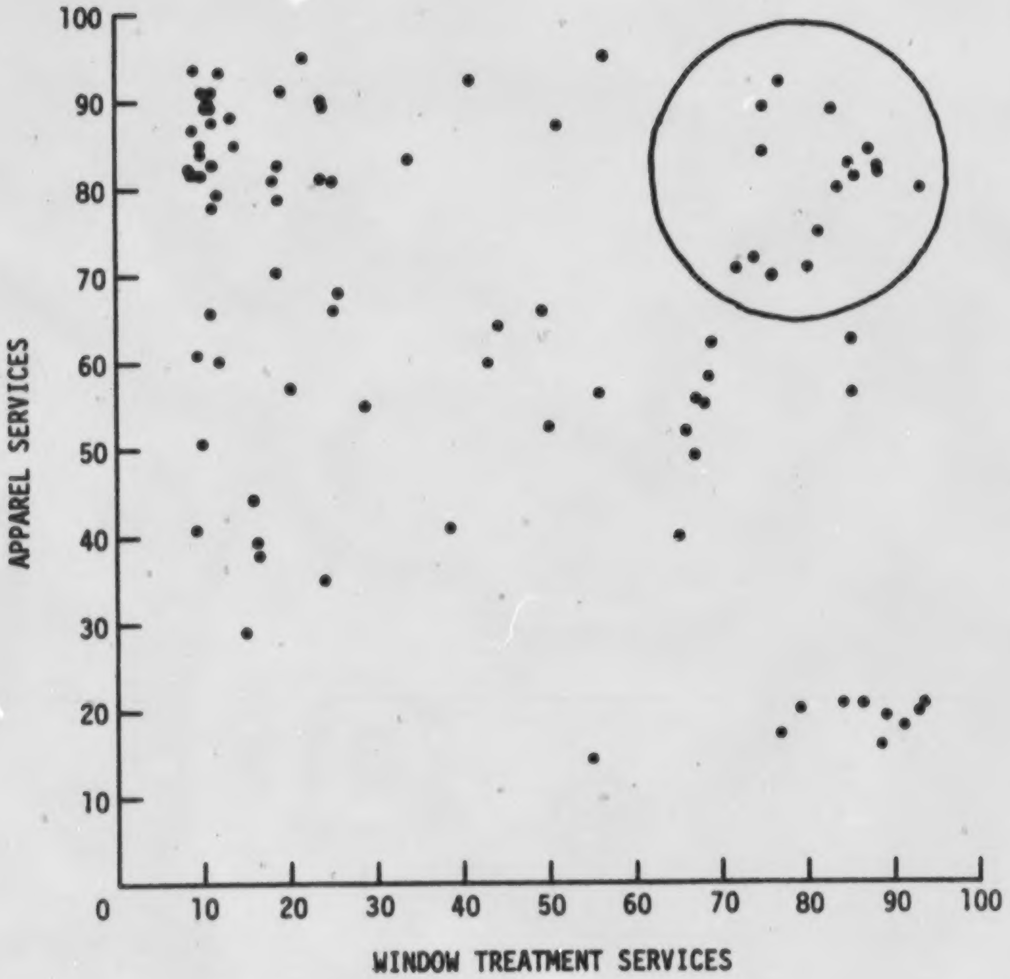

Figure 6. Scattergram of the means of responses 1 to 88 for apparel services and window treatment services

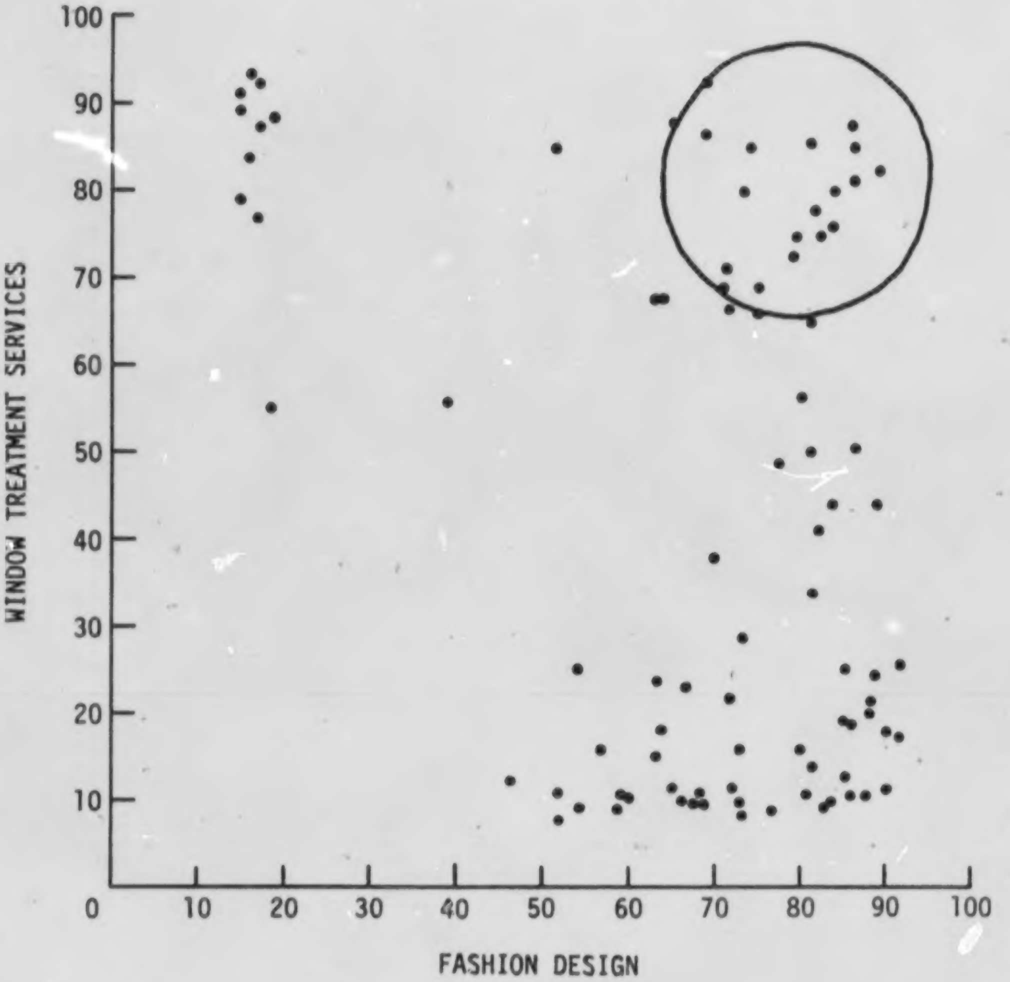

Figure 7. Scattergram of the means of responses 1 to 88 for fashion design and window treatment services.

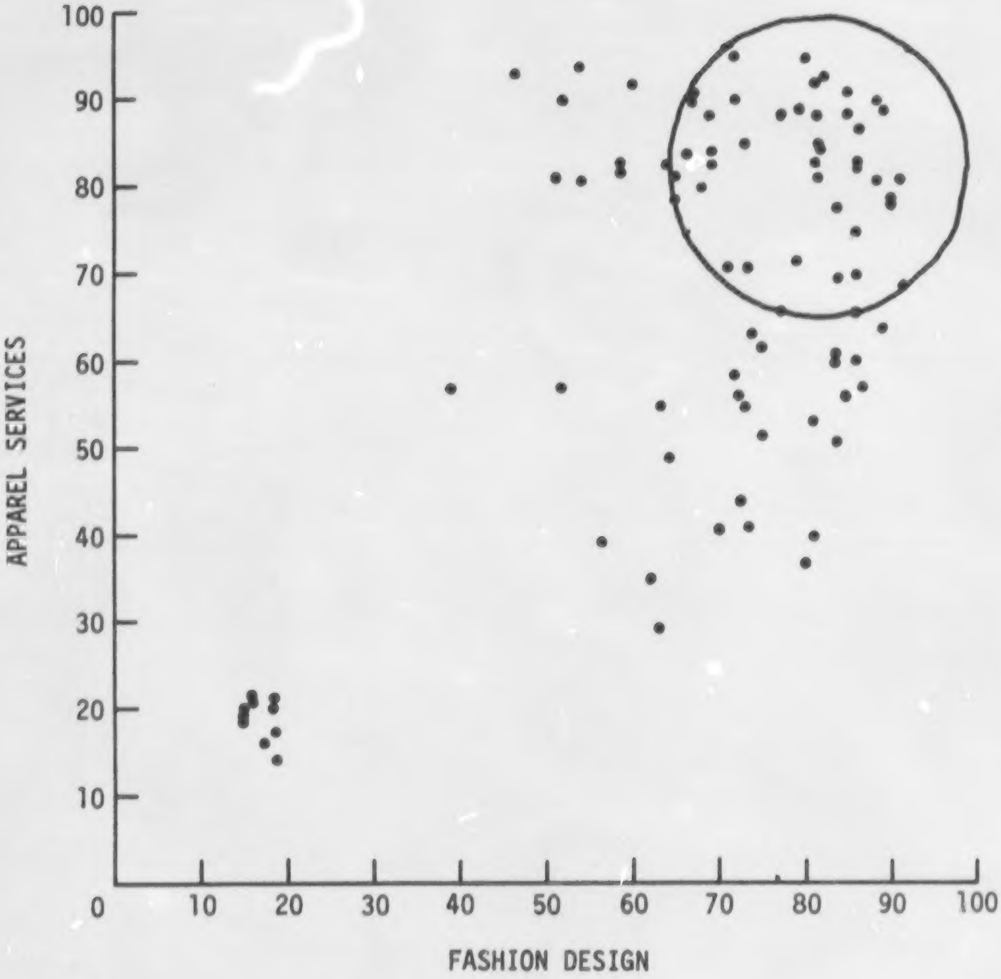

Figure 8. Scattergram of the means of responses 1 to 88 for fashion design and apparel services.

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two levels. Findings and discussion are divided into three sections: description of the sample, competencies needed by persons at entry-level and mid-management level positions, and derivation of factors.

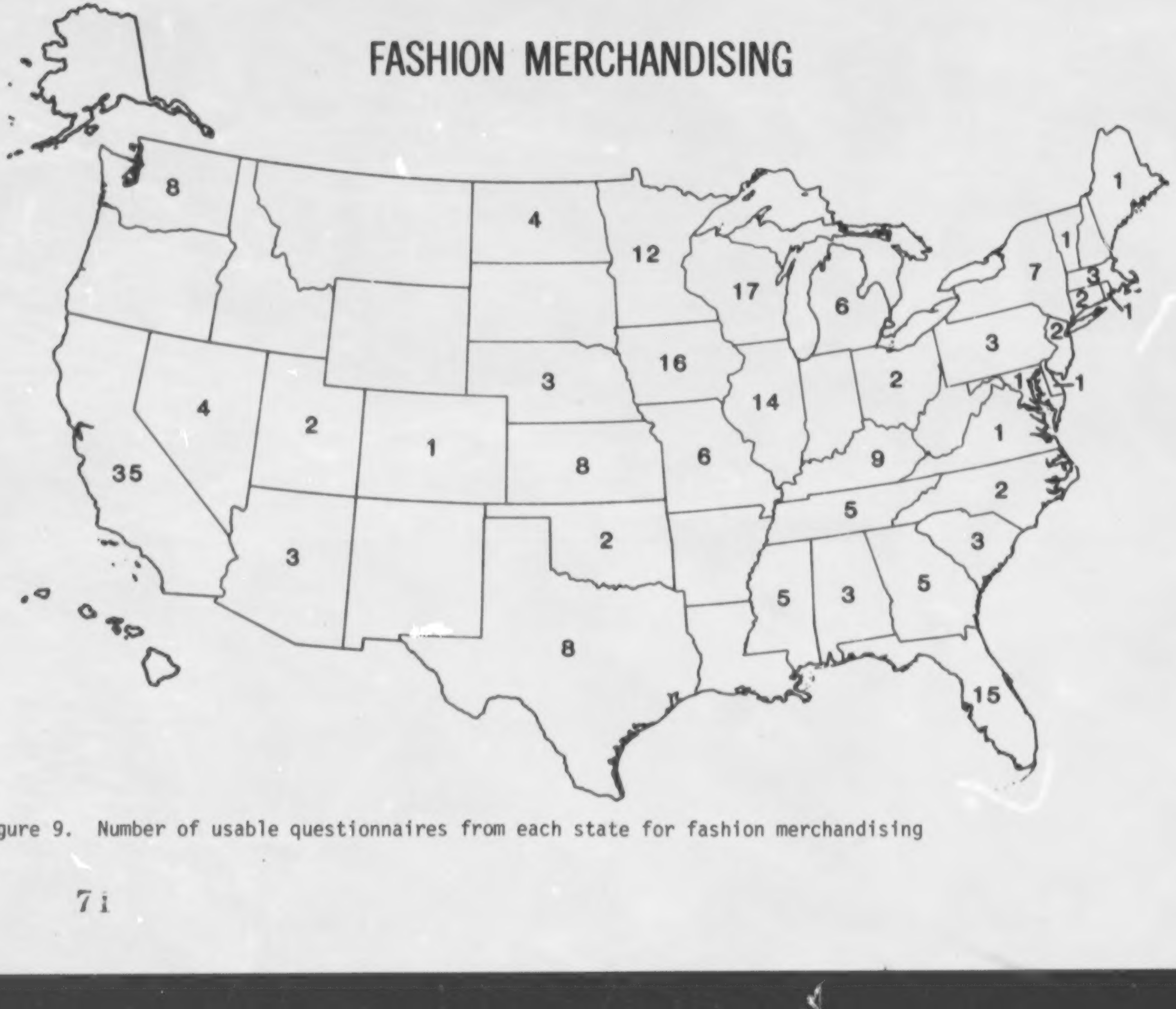
Description of the sample

The sample groups of educators and business personnel are described according to sex, age, educational background, and years of merchandising experience. Educators provided information on the length of teaching experience. Respondents in the business group were categorized by type of retail outlet: department store, specialty store, or chain department store. Business personnel provided information on the title of their position within the store and the manner in which entry-level and mid-management jobs were categorized.

Respondents in the fashion merchandising sample were from 37 states. The number from each state is represented in Figure 9. The number of business personnel and educators from each state is presented in Table 15. A large percentage of respondents came from California due to the large number of educational programs in that state.

The total data-producing sample was composed of 24.4 percent males and 75.6 percent females. The business sample was more evenly divided between males and females, 40 percent males and 60 percent females, than the group of educators, 6.8 percent males and 92.2 percent females.

Respondents were represented in every age category from under 30 to 61 or older. The sample of educators tended to be younger than the business group; 75 percent of the educators were age 40 or under and 57.4 percent of business personnel were in this age category.


FASHION MERCHANDISING
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8

Figure 9. Number of usable questionnaires from each state for fashion merchandising

Table 15. Demographic characteristics of respondents in fashion merchandising

Characteristics	Total Sample		Business		Educators	
	No.	Percent	No.	Percent	No.	Percent
Sex						
Male	53	24.4	46	40.0	7	6.8
Female	164	75.6	69	60.0	95	92.2
Total	217	100	115	100	112	100
Age						
30 or under	79	36.0	35	30.4	44	42.3
31-40 years	65	30.0	31	27.0	34	32.7
41-50 years	44	20.0	29	25.2	15	14.4
51-60 years	29	13.0	19	16.5	10	9.6
61 or older	2	1.0	1	0.9	1	1.0
Total	219	100	115	100	104	100
Educational background						
Less than A.S. or A.A. or no degree	49	22.4	42	36.9	7	6.7
A.S. or A.A.	22	10.0	14	12.3	8	7.6
B.S. or B.A.	89	40.7	51	44.7	38	36.2
M.S. or M.A.	59	26.9	7	6.1	52	49.5
Total	219	100	114	100	105	100
Merchandising experience						
Less than 1 year	6	2.8	3	2.7	3	2.9
1-2 years	21	9.6	5	4.4	16	15.2
3-4 years	48	22.0	16	14.2	32	30.5
5-6 years	25	11.5	12	10.6	13	12.4
7-8 years	26	11.9	18	15.9	8	7.6
9 or more years	88	40.4	59	52.2	29	27.6
None	4	1.8	--	--	4	3.8
Total	218	100	113	100	105	100
Geographic location						
Alabama	3	1.4	2	1.7	1	1.0
Arizona	3	1.4	1	0.9	2	1.9
California	35	15.8	18	15.5	17	16.3
Colorado	1	0.5	0	0.0	1	1.0
Connecticut	2	0.9	0	0.0	2	1.9
Delaware	1	0.5	0	0.0	1	1.0
Florida	15	6.7	9	7.8	6	5.7
Georgia	5	2.3	2	1.7	3	2.9
Illinois	14	6.2	7	6.0	7	6.7
Iowa	16	7.1	11	9.5	5	4.8
Kansas	8	3.6	4	3.4	4	3.8
Kentucky	9	4.1	5	4.3	4	3.8

Table 15. (Continued)

Characteristics	Total Sample		Business		Educators	
	No.	Percent	No.	Percent	No.	Percent
Maine	1	0.5	0	0.0	1	1.0
Maryland	1	0.5	0	0.0	1	1.0
Massachusetts	3	1.4	2	1.7	1	1.0
Michigan	6	2.7	4	3.4	2	1.9
Minnesota	12	5.3	6	5.2	6	5.7
Mississippi	5	2.3	2	1.7	3	2.9
Missouri	6	2.7	6	5.2	0	0.0
Nebraska	3	1.4	2	1.7	1	1.0
Nevada	4	1.8	2	1.7	2	1.9
New Jersey	2	0.9	1	0.9	1	1.0
New York	7	3.2	2	1.7	5	4.8
North Carolina	2	0.9	1	0.9	1	1.0
North Dakota	4	1.8	3	2.6	1	1.0
Ohio	2	0.9	0	0.0	2	1.9
Oklahoma	2	0.9	2	1.7	0	0.0
Pennsylvania	3	1.4	1	0.9	2	1.9
Rhode Island	1	0.5	0	0.0	1	1.0
South Carolina	3	1.4	2	1.7	1	1.0
Tennessee	5	2.3	2	1.7	3	2.9
Texas	8	3.6	3	2.6	5	4.8
Utah	2	0.9	1	0.9	1	1.0
Vermont	1	0.5	0	0.0	1	1.0
Virginia	1	0.5	0	0.0	1	1.0
Washington	8	3.6	4	3.4	4	3.8
Wisconsin	17	7.6	11	9.5	6	5.7
Total	221	100	116	100	105	100

The educational level of the total sample of fashion merchandising respondents was as follows: 22.4 percent had a high school degree, or less than an Associate degree; 10 percent had an Associate degree; 40.7 percent had a Bachelor's degree; and 26.9 percent had a Master's degree. A large percentage of educators (49.5 percent) had a Master's degree in comparison with business personnel (6.1 percent). A large percentage of business personnel held Bachelor's degrees (44.7 percent), but this was followed closely by a group which had a high school degree or less than an Associate degree (36.9 percent).

Forty percent of the total sample had 9 or more years of fashion merchandising experience. The greatest number of educators fell into two categories, 3-4 years of experience and 9 or more years; 27.6 percent of educators had 9 or more years of work experience and 30.5 percent had 3-4 years of experience. The business personnel tended to have more work experience than educators; 52.2 percent of this sample group had 9 or more years of experience. The business respondents in general had completed many years of work experience.

Respondents in the business sample held varied positions. A summary of this information on positions is presented in Table 16. The largest percentage of respondents held positions as store managers or owners and personnel directors.

Table 16. Job titles of fashion merchandising business respondents

Job title	Number	Percentage
Manager trainee	1	0.9
Department manager	2	1.8
Assistant buyer	1	0.9
Buyer	5	4.4
Assistant store manager	3	2.6
Store manager or owner	41	36.3
Merchandise manager	15	13.2
Personnel director	33	29.2
President or vice president of store	8	7.1
Regional manager	1	0.9
Sales promotion/display director	2	1.8
Superintendent of operations	1	0.9
Total	113	100

A description of the fashion merchandising programs is presented in Table 17. Most programs were entitled "fashion merchandising." The length of programs varied from 9 to 36 months, with the majority (68 percent) having a length of 24 months. The sample of educators was composed of both administrators and instructors. The largest percentage (61 percent) consisted of instructors.

Table 17. Description of fashion merchandising programs

Characteristic	Number	Percentage
Title of program		
Fashion merchandising	87	83.6
Marketing management	4	3.8
Retail merchandising/management	6	5.8
Apparel merchandising	1	1.0
Business department	2	1.9
Fashion and retail merchandising	2	1.9
Fashion careers	1	1.0
Home economics	1	1.0
Total	104	100
Length of program		
9 months	2	2.0
9 and 18 months	2	2.0
12 months	8	8.0
12 and 24 months	4	4.0
18 months	13	13.0
24 months	68	68.0
30 months	1	1.0
36 months	1	1.0
4 and 6 quarters	1	1.0
Total	100	100
Respondents' position		
Instructor	64	61.0
Chairperson	20	19.0
Coordinator/advisor	13	12.4
Associate professor	6	5.7
Professor	2	1.9
Total	105	100

Business personnel categorized specified merchandising positions as entry-level or mid-management level (Table 18). The majority of respondents classified the positions of sales clerk, assistant department manager, and manager/trainee as entry-level positions. The positions of sales manager, department manager, buyer, assistant store manager, and store manager were classified by a majority of respondents as mid-management. There was not a consensus on the position of assistant buyer; 43.1 percent indicated it was entry-level and 56.9 percent indicated mid-management level. The position of "store manager" presented difficulties in categorization. In a chain apparel specialty store, a store manager is usually considered to be mid-management, but for a department store the position would be upper management. Thus, the categorization of store manager is questionable. An additional column in the questionnaire format for "upper management" could have alleviated this problem.

Table 18. Classification of job titles in fashion merchandising into entry-level and mid-management level

Type of position	Entry		Mid-management	
	No.	Percent	No.	Percent
Sales clerk	113	100.0	0	0.0
Sales manager	25	23.4	82	76.6
Manager trainee	96	85.7	16	14.3
Assistant department manager	79	74.5	27	25.5
Department manager	20	18.3	89	81.7
Assistant buyer	47	43.1	62	56.9
Buyer	0	0.0	109	100.0
Assistant store manager	11	10.2	97	89.8
Store manager	0	0.0	107	100.0

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Business establishments in the sample were categorized according to the type of store, using information on number of persons employed, store organization, and product mix. Of the total number of businesses, 40.5 percent were department stores, 43.1 percent were specialty stores, and 16.4 percent were chain department stores.

Eighty-eight percent of the business establishments had hired graduates of two-year educational programs. These findings are not representative of the total population of retail store outlets carrying fashion merchandise. Names for the sample of business personnel were requested from educators; it was assumed that these persons had prior contact with the program and would be more likely to hire the graduates. The findings which provide significant information pertain to the types of positions for which graduates were hired. A summary of the number of graduates hired for selected positions is presented in Table 19.

Table 19. Number of graduates hired by the business sample for selected positions

Type of position	Number	Percent of responding sample
Sales clerk	8	7.0
Sales manager	75	65.2
Trainee, management training program	12	10.5
Assistant department manager	57	49.6
Department manager	27	23.5
Assistant buyer	16	13.9
Buyer	24	20.9
Assistant store manager	8	7.0
Store manager	16	13.9

A large percentage of businesses had hired graduates as sales managers (65.2 percent) and assistant department managers (49.6 percent). Over 20 percent of the businesses had hired graduates for the positions of buyer and department manager. A small percentage (10.5 percent) had placed graduates in a management trainee program.

Competencies needed by workers in entry-level and mid-management level fashion merchandising positions

Responses from educators and business personnel were pooled on both entry-level and mid-management level items. The variation in response between the two groups is shown in scattergrams (Figures 10 and 11). Means were transformed to normalized ranks. For entry-level items the similarity in response between educators and business personnel is shown, even though educators did tend to rate most items higher. Most points fell to the left of the diagonal which represents unanimity of response. The variation in response between educators and business personnel on mid-management level items was minimal; all items were clustered closely together on the diagonal (Figure 10).

Since there was minimal variation in response between business personnel and educators, all responses were pooled and means for entry-level and mid-management level competencies were calculated. The cut-off point for acceptance was located at 6.5 or above on a scale of 1 (not important) to 11 (very important).

All 51 competencies were judged important for persons at the mid-management level. The range of mean scores was from 8.6 to 10.7. Sixteen competencies were retained at the entry-level. The range of mean scores on the entry-level items was from 3.3 to 9.9. The

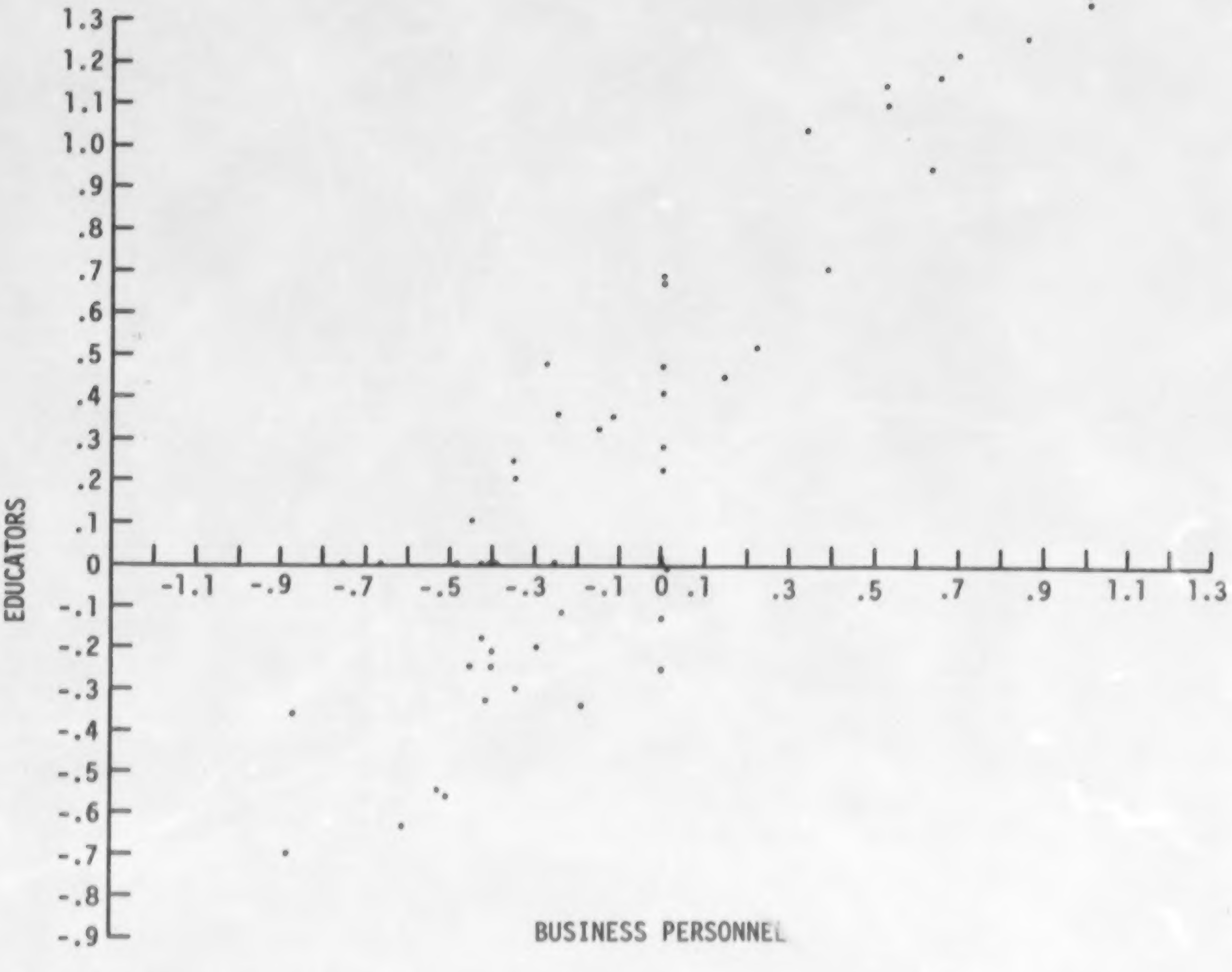

Figure 10. Scattergram of the means for entry-level items for educators and business personnel in fashion merchandising

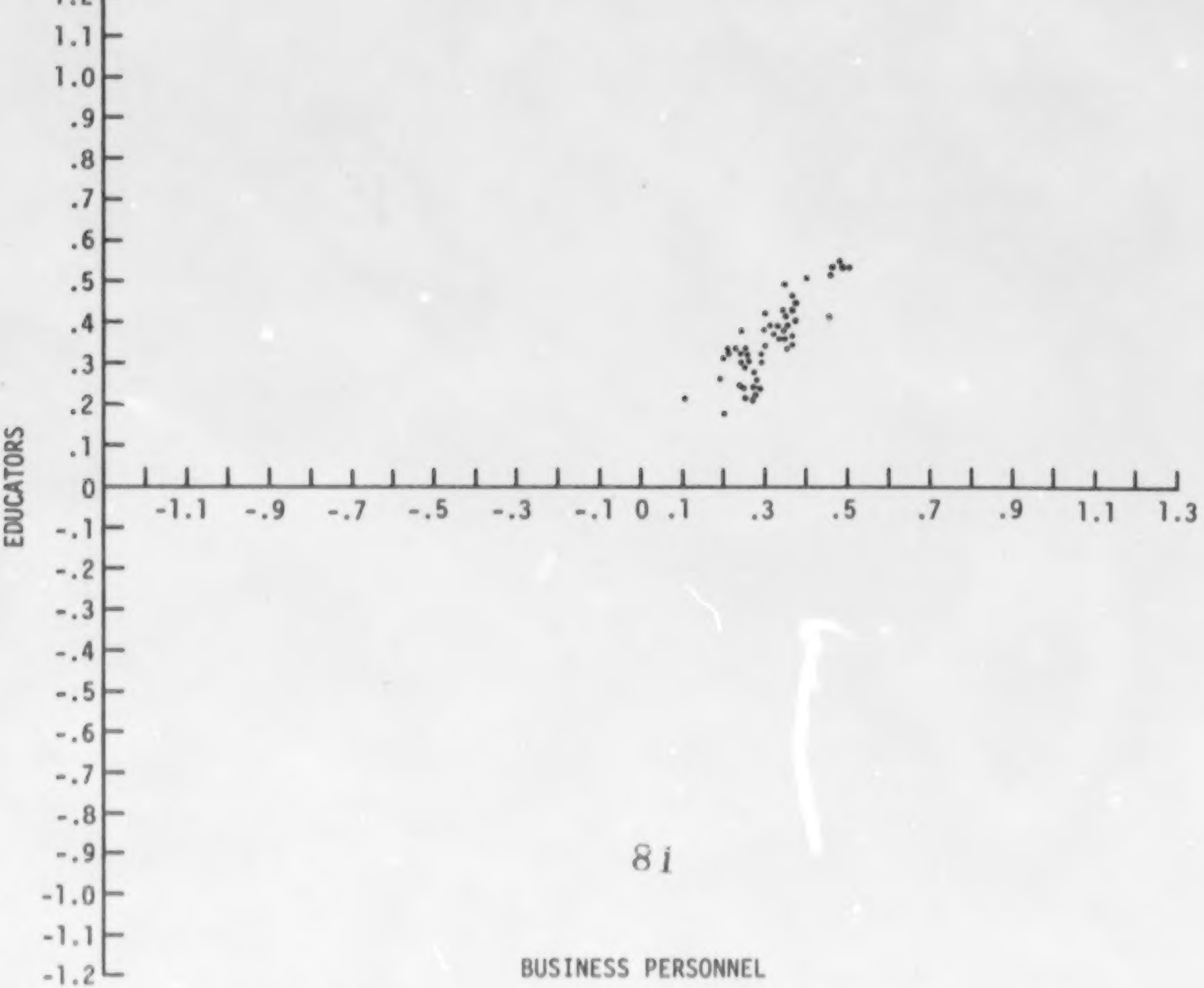

Figure 11. Scattergram of the means for mid-management level items for educators and business personnel in fashion merchandising

competencies judged important are presented in Appendix D.D. Educators tended to place more importance on the competencies for entry-level than did business personnel. This could mean that the businesses prefer to train the entry-level persons for the skills and knowledge needed at the mid-management level positions.

There was substantial agreement on the level of importance of all competencies for mid-management level, but a great amount of disagreement on the competencies for entry-level positions. The mean scores for the entry-level and mid-management level competencies were plotted in a scattergram (Figure 12). Responses of educators and business personnel were combined and the means were transformed to normalized ranks. The mean scores for mid-management level are all clustered in a confined area, indicating a similar level of importance placed on all competencies. But the scores for entry-level extend across the scale from not important to very important.

Derivation of factors

No clearly defined factors emerged from the factor analysis of data on the mid-management level competencies. A contributing cause to this failure to derive clear-cut factors was the minimal amount of within-group variation; most respondents agreed on the importance of all items.

Through the factor analysis on data for entry-level competencies, four multiple item factors emerged from the original 51 competency statements which accounted for the clustering of 24 items. The list of factors was as follows: merchandise planning and control, working relations with customers, personnel management, and theories and technical aspects of textiles and clothing.

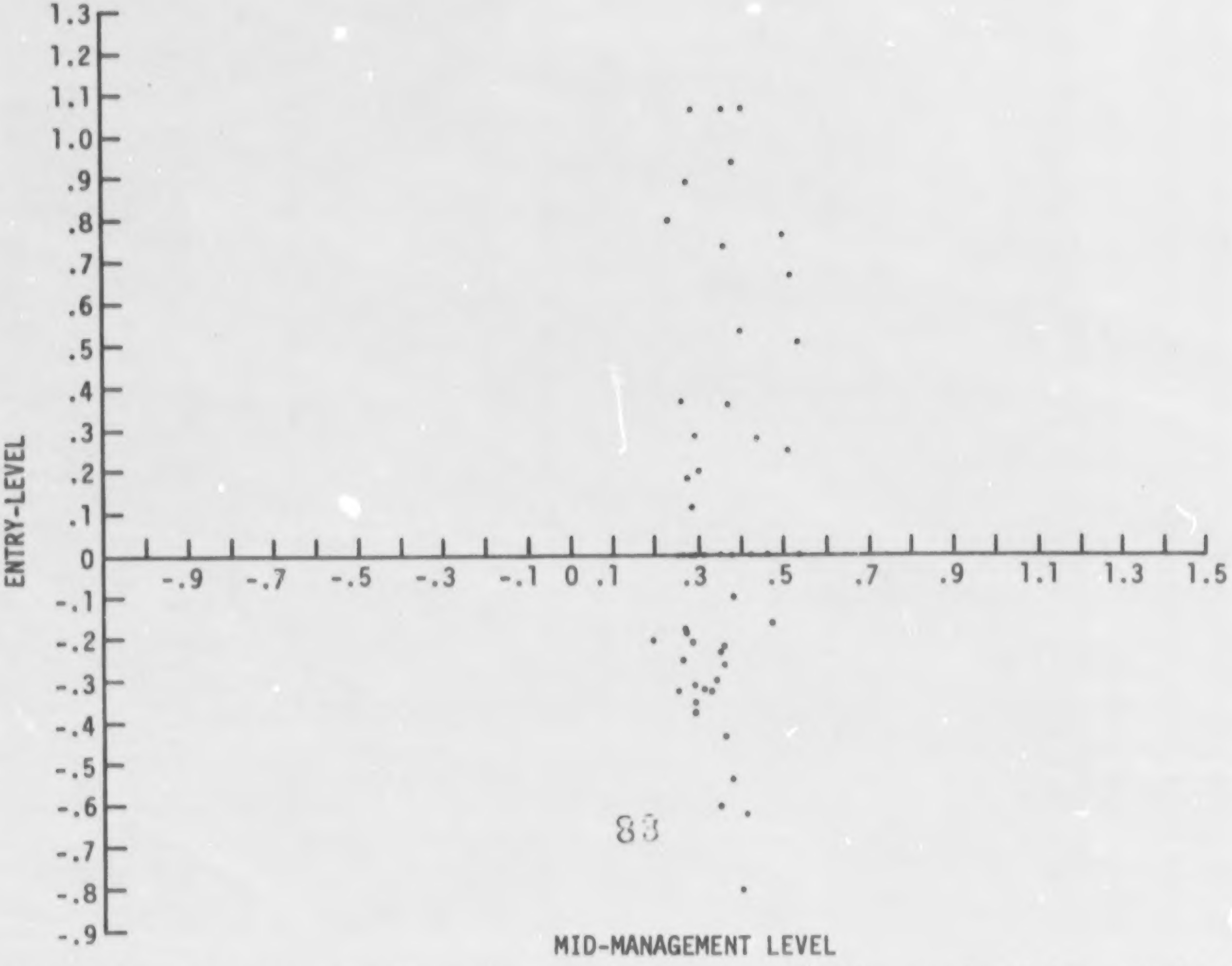

Figure 12. Scattergram of the means of mid-management and entry-level fashion merchandising competencies

A factor loading of .54 or greater served as a guideline for acceptance of an item into the factor. Not all of the items fell discretely into one of the four factors; thus factor content required further consideration. The content of factors was determined primarily through the selection of items with high factor loadings, but attention was directed to the homogeneity of items. The resulting four multiple item factors are presented in Tables 20 through 23.

Table 20. Items and factor loadings for Factor 1: Merchandise planning and control

Item		Factor loading
5[a]	Identify and analyze factors which influence the profitable pricing of merchandise	.74
6	Use daily, weekly, or monthly stock and sales reports to evaluate past performance, appraise current plans, and make future plans	.73
8	Adjust a merchandise assortment plan according to supply and demand	.77
9	Plan a balanced merchandise assortment	.81
15	Develop a seasonal merchandise budget based on past and anticipated sales	.79
24	Select merchandise items for retail advertising based on profit and sales potential, available inventory, customer appeal, and the store's image	.71
33	Explain the provisions of purchase orders which include terms of sale and delivery	.67
41	Use monthly or annual financial reports to evaluate past performance, appraise current plans, and make future plans	.68

[a] Item numbers in Tables 20-23 correspond to those in the questionnaire (Appendix U).

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The eight items in Table 20 that compose Factor 1 all involve activities in merchandise planning and control. Factor loadings were high for all items in this factor, ranging from .67 to .81.

Skills and attitudes necessary in working with customers are reflected in the seven items in Factor 2. Items 47 and 48 do not pertain directly to activities dealing with customers, but these activities would provide necessary product information and terminology for these interactions. All factor loadings were .59 or above. The seven items in Factor 2 are presented in Table 21.

Table 21. Items and factor loadings for Factor 2: Working relations with customers

Item		Factor loading
4	Identify the needs and wants of potential customers	.67
23	Work skillfully with customers	.81
28	Advise customers on flattering garment styles based on a general knowledge of figure types and individual customer preferences	.77
29	Identify fabric performance characteristics which consumers want in the use and care of merchandise	.78
42	Effectively initiate and close sales	.78
47	Use terminology commonly accepted in the fashion and textiles industry to communicate product information and ideas	.60
48	Perceive the importance of reading trade journals, newspapers, and other sources of trade information on a regular basis	.59

Factor 3 represents skills needed to manage human resources. Factor loadings in this factor were high with a range of .65 to .74 (Table 22).

Table 22. Items and factor loadings for Factor 3: Personnel management

Item		Factor loading
31	Assign duties and delegate responsibility to maintain an efficient department or store operation	.71
34	Develop training programs for new employees	.65
49	Carry out existing training programs for new employees	.75
51	Assign employees to tasks which are appropriate to the interests and skills of the individuals	.74

The five items in Table 23 that compose Factor 4 represent knowledge of theories and technical aspects of textiles and clothing. Factor loadings on individual items were not as high in this factor, but the items were logically related according to subject matter content. The range of the factor loadings was from .54 to .73.

Table 23. Items and factor loadings for Factor 4: Theories and technical aspects of textiles and clothing

Item		Factor loading
10	Use knowledge of the sociological-psychological aspects of textiles and clothing to better understand the purchasing motives of consumers	.54
18	Comprehend the economic, political, and historical factors which influence the changing pattern of fashion	.73
22	Explain the various theories of fashion adoption and their implications for merchandising	.61
27	Interpret legislation regarding fabric and garment labeling as it affects store policy and procedure	.62
44	Evaluate the quality of construction features and materials used in accessory items	.59

Program Standards Questionnaires

The purpose of these questionnaires was to validate standards for textiles and clothing postsecondary programs. Standards pertained to evaluation procedures, staffing requirements, field experiences of students, programming, facilities, public relations, and recruitment and placement of students. Separate standards were validated: one set for fashion merchandising and one set for a combination of the three textiles and clothing related programs. The three related programs were fashion design, apparel services, and window treatment services. Findings are divided into three sections: description of the two sample groups, standards for fashion merchandising programs, and standards for the three related textiles and clothing programs.

Description of the sample

The sample groups were described according to occupational position and geographic location. The majority of the fashion merchandising sample group (63.2 percent) was composed of postsecondary educators; 18.4 percent were university or college distributive education faculty. The textiles and clothing standards sample (fashion design, apparel services, and window treatment services) was composed of 57.4 percent home economics supervisory personnel in state departments of education; educators in the various postsecondary programs comprised 42.6 percent of the sample. A summary of this information is presented in Table 24.

Table 24. Demographic characteristics of respondents on the fashion merchandising and textiles and clothing[a] standards questionnaires

Characteristic	Fashion Merchandising No.	Fashion Merchandising Percent	Textiles and Clothing No.	Textiles and Clothing Percent
Position of respondent				
State department supervisor/ consultant	9	18.4	31	57.4
Postsecondary educator	31	63.2	23	42.6
University/college educator	9	18.4	0	0.0
Total	49	100	54	100
Geographic location				
Alabama	0	0.0	1	1.9
Alaska	0	0.0	1	1.9
Arizona	1	2.0	1	1.9
Arkansas	1	2.0	0	0.0
California	7	14.0	3	5.7
Colorado	2	4.0	1	1.9
Connecticut	2	4.0	1	1.9
Delaware	1	2.0	1	1.9
District of Columbia	0	0.0	1	1.9
Florida	2	4.0	3	5.7
Georgia	1	2.0	1	1.9
Hawaii	0	0.0	1	1.9
Idaho	0	0.0	2	3.8
Illinois	3	6.0	1	1.9
Indiana	1	2.0	0	0.0
Iowa	1	2.0	3	5.7
Kansas	2	4.0	2	3.8
Kentucky	0	0.0	2	3.8
Louisiana	0	0.0	1	1.9
Maine	0	0.0	1	1.9
Michigan	0	0.0	2	3.8
Minnesota	7	14.0	1	1.9
Mississippi	1	2.0	0	0.0
Missouri	2	4.0	1	1.9
New York	1	2.0	1	1.9
North Carolina	2	4.0	1	1.9
North Dakota	1	2.0	0	0.0
Ohio	1	2.0	0	0.0
Oklahoma	0	0.0	1	1.9
Oregon	0	0.0	5	9.3
Pennsylvania	2	4.0	1	1.9

---

[a] Textiles and clothing included the occupational programs of fashion design, apparel services, and window treatment services.

Table 24. (Continued)

Characteristic	Fashion Merchandising		Textiles and Clothing	
	No.	Percent	No.	Percent
South Carolina	0	0.0	1	1.9
South Dakota	0	0.0	1	1.9
Tennessee	0	0.0	1	1.9
Texas	1	2.0	1	1.9
Utah	1	2.0	0	0.0
Vermont	0	0.0	1	1.9
Virginia	1	2.0	1	1.9
Washington	1	2.0	3	5.7
Wisconsin	5	10.0	4	7.4
Total	50	100	53	100

The sample for the fashion merchandising standards was representative of 25 states; the textiles and clothing sample also represented 25 states (Table 24). Textiles and clothing programs of the various types were not established in many of the states and thus home economics supervisory personnel were not familiar with the programs.

Standards for fashion merchandising programs

A mean analysis on items in Section I was used to determine which program statements were considered important. The cut-off point for acceptance was 9.0 on a scale of 1 (not important) to 11 (very important). The multiple response items contained in the second and third sections of the questionnaires were rewritten to form standards statements; the mean response on each item was used to establish the specific criterion.

A total of 65 standards was judged to be important. The statements were divided in groups pertaining to evaluation, staffing, supervised field experiences, program (instructional), facilities, public relations, and recruitment and placement of students. Items judged as important are found in Appendix C.C.

Standards for the three related textiles and clothing programs

Seventy-five standard statements were judged important for the programs in fashion design, apparel services, and window treatment services. The same categories for statements were used as for fashion merchandising. Several items specific to the three programs are included, but the majority of the standard statements pertain to all three programs. The standard statements judged important are included in Appendix B.B.

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research project was designed to validate program standards and performance standards for four postsecondary occupational areas: fashion merchandising, fashion design, apparel services, and window treatment services. Specific conclusions were:

1. Based on an initial questionnaire sent to postsecondary institutions there is a lack of agreement for program titles in certain textiles and clothing occupational areas and the jobs for which the programs are training. Therefore, coordination between postsecondary institutions is needed.
2. The program standards developed in this study can provide general guidelines for developing a program and for evaluating a program. Because of wide differences in philosophies about educational background and experiences in business, some standards developed were a compromise between the differences in various viewpoints.
3. Mean response statements from educators and business personnel indicated no differences existed in the way the two groups were responding to the competency statements. Thus, similarities existed in the importance both groups placed on the competencies.
4. Sixteen competencies were found common to the three areas of fashion design, apparel services, and window treatment services.

Apparel services and fashion design were the two occupations most alike with forty-three additional competencies common to them. Twenty additional competencies were common to fashion design and window treatment services and sixteen additional competencies were common to window treatment and apparel services.

5. Sixteen competencies were identified as important competencies for entry level fashion merchandising programs and 35 additional competencies were identified as important for mid-management level positions. Since such a low number of entry level competencies were identified, one might conclude that business prefers to train for the entry level positions rather than have employees have these competencies before entry level.
6. The competency statements for each of the four occupational areas in this study can be used as performance standards to indicate the degree to which a student has achieved the competency deemed important by educators and business personnel for the specific occupations.
7. The competency statements for each of the four occupational areas in this study can be used as a basis for identifying content to be taught in each of the four areas.
8. The competency statements for each of the four occupational areas in this study can be used as a basis for developing tests for specific programs which can later be used for articulation between postsecondary and college levels.

9. Based on difficulties encountered in this project in identifying programs in postsecondary institutions, some system of reporting at the national level should be developed.

Recommendations

Based on the results of this study, the following recommendations are made:

1. Postsecondary institutions should be encouraged to have standard titles for various programs such as fashion merchandising, fashion design, apparel services, and window treatment services which would mean the same thing at the various institutions.
2. Further research is needed to develop program and performance standards at the postsecondary level for food service occupations, child care services, interior design services, homemaker/home health aide services, and other housing and management services.
3. The program standards and the competency statements developed in this study should be used by state supervisors of these programs to upgrade programs within their states and to assist new personnel in starting programs. In-service training programs for postsecondary personnel in the state could place emphasis on the degree to which local programs meet these standards and contain these competencies.
4. With 52 competencies common to fashion design and apparel services, it is recommended that coordinators of programs

consider the possibility of one program for these two areas with some variation for those nine unique competencies for apparel services and the 15 unique competencies for fashion design. Since fashion design and apparel services also have common competencies with the window treatment services, opportunity exists for training in the three areas providing for occupational mobility.

5. A future research study should be designed to validate tests for specific courses in postsecondary fashion merchandising programs to provide for articulation between two-year and four-year programs.
6. A national system of reporting postsecondary programs should be developed to include titles of programs, objectives, students, length of program, etc. Such a reporting system could be computerized and print outs be made available at cost to those desiring such information for research and instructional purposes.
7. Further research needs to be conducted in the area of fashion merchandising, fashion design, window treatment services, and apparel services to actively involve coordinators and instructors in the various fields to identify more specific program standards for each of the four areas. Because of wide differences in program types, some attempt should be made to more closely standardize programs within the various areas of the United States within the postsecondary institutions.

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APPENDIX

Appendix A:

Letter to State Supervisors Requesting Information about Programs

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

August 16, 1977

The Home Economics Education Department at Iowa State University is working on a project funded by the Department of Health, Education, and Welfare entitled Development of Standards for Textiles and Clothing Postsecondary Programs. The primary objectives of the project are:

1. to identify existing textiles and clothing career training programs at postsecondary schools;
2. to identify course content, learning experiences, and resources included in these programs;
3. to identify competencies needed for specific tasks in priority entry-level textiles and clothing careers;
4. to develop performance standards based on competencies and program standards based on information from occupational programs.

In order to get started, it is necessary that we identify postsecondary institutions offering programs in textiles and clothing occupations. If your school has programs of this nature, please fill out the enclosed half-sheet and return it as soon as possible.

We appreciate your cooperation.

Sincerely yours,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Maria McMartin
Graduate Assistant
Home Economics Education

Appendix B:

Letter to Program Coordinators Requesting Information about the Programs

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Home Economics Program Director:

The Home Economics Education Department at Iowa State University is working on a project funded by the Department of Health, Education, and Welfare entitled Development of Standards for Textiles and Clothing Postsecondary Programs. The main focus of the project is to develop student performance standards based on competencies and program standards based on information from occupational programs.

Please fill-out the lower half of this letter and return it as soon as possible if you have a program in any of the following textiles and clothing occupational areas:

--fashion merchandising
--apparel services (alterations, tailoring, etc.)
--fashion design
--home furnishings (drapery, upholstery, needlecrafts, etc.)
--industrial sewing
--fabric maintenance (drycleaning, presser, etc.)

Thank you for taking the time to help us in our study.

Sincerely yours,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Name of program coordinator: ____________________

Name of institution: ____________________

Program title: ____________________

Career opportunities for trainee: ____________________
____

Return to: Irene Beavers
166 LeBaron Hall
Iowa State University
Ames, Iowa 50010

Appendix C:
Letter to State Supervisors requesting information on programs and possible candidates for the advisory committee

August 2, 1977

Dear :

The Home Economics Education Department at Iowa State University is currently working on a project funded by the Department of Health, Education, and Welfare entitled Development of Standards for Textiles and Clothing Postsecondary Programs. The primary objectives of the project are:

1. to identify existing textiles and clothing career training programs at postsecondary schools;
2. to identify course content, learning experiences, and resources included in these programs;
3. to identify competencies needed for specific tasks in priority entry-level textiles and clothing careers;
4. to develop performance standards based on competencies and program standards based on information from occupational programs.

One stipulation of the project is to select an advisory council to assist in various aspects of the research. Would you identify the name of a person who would be helpful in such a project? Approximately six persons will be selected.

In order to get started, it is necessary that we identify postsecondary institutions offering programs in textiles and clothing occupations. Please send a list of the addresses of the vocational-technical institutions in your state and if possible identify those having such programs.

Thank you for your cooperation.

Sincerely yours,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Maria McMartin
Graduate Assistant
Home Economics Education

Appendix D:

List of Advisory Committee Members

Mrs. Mavis Kelley
Post Secondary Consultant
Iowa State Department of Public Instruction
Des Moines, IA 50319

Mrs. Grace Kunz
Textiles and Clothing Department
Iowa State University
Ames, IA 50011

Mrs. Phyllis Schwebke
Textiles and Clothing Department
Madison Area Technical College
Madison, WI 53715

Mr. D. H. Nakamura
Personnel Director
Younkers/Kilpatrick
Omaha, NB 68114

Ms. Becky Owens
Penn Valley Community College
Kansas City, MO 65111

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Appendix E:

Initial Questionnaire on status of program

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Standards for Postsecondary Programs
Textiles and Clothing

The following statements may be essential for programs in textiles and clothing at the postsecondary level. Each statement was derived from basic information received from programs now in progress at the postsecondary level.

You are asked to decide which statements are important as a standard or guide to be met in the postsecondary programs in textiles and clothing. Your responses should indicate what you think is important, not necessarily what exists now. Responses to this questionnaire are to be made anonymously.

Directions:

Indicate the extent to which each statement is important for an ideal program by selecting a number from 1 to 99.

If the statement is very important for your program, select a number between 51 and 99 and write the number to the left of the statement. A score of 99 indicates the statement is very important; lower scores indicate a lesser degree of importance.

If the statement is not important for your program, select a number between 1 and 49. Use a score of 1 to indicate the lowest degree of not important.

If you are uncertain about the statement for your program, write 50 in the blank.

1 10 20 30 40 50 60 70 80 90 99

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

IOWA STATE UNIVERSITY
HOME ECONOMICS EDUCATION DEPARTMENT

DIRECTIONS: This questionnaire is designed to obtain information on the current status of your textiles and clothing occupational program. Please answer each question as specifically as possible, noting that we are differentiating between program and course:

> A PROGRAM consists of many courses, as well as on-the-job training, to train a student for entry-level employment within a career cluster. (Fashion Merchandising, Drapery-making, Industrial Apparel Production)
>
> A COURSE is one unit of a program, emphasizing specific knowledges, attitudes, and skills. (Textiles, Costume Selection, Flat Pattern)

Many questions can be answered by placing an X in the appropriate blank; others require more detailed answers and a space is provided for you to supply the necessary information about your program. If you have additional comments place them adjacent to the questionnaire item. IF YOU HAVE ANY OF THIS INFORMATION IN PRINTED FORM, JUST INCLUDE A COPY WHEN YOU RETURN THE QUESTIONNAIRE.

1. List the title of the textiles and clothing postsecondary occupational training program(s) offered by your institution. Classify the program(s) into one of the following general categories:
    - A. Merchandising
    - B. Construction and design
    - C. Maintenance and cleaning
    - D. Textile production
    - E. Other

   Record the number of months required, the type of degree or diploma, the number of students enrolled in the program(s), and list the career opportunities for which the graduating student is qualified.

Program(s)	Category (A,B,C,D,E)	Number of months	Degree or diploma	Number of students	Career options
1.					
2.					

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2. For the degree or diploma program(s) that were listed in item 1, please list the required courses, number of laboratory and lecture hours, the number of credits per course, and the total number of credits required for graduation. IF YOUR DEPARTMENT HAS THIS INFORMATION IN PRINTED FORM, ENCLOSE A COPY. We need the information about lab and lecture hours, so be sure this is included.

PROGRAM TITLE 1: ______________________________

COURSE TITLES	LAB HOURS	LECTURE HOURS	CREDITS
TOTAL CREDITS REQUIRED FOR GRADUATION		*****	

2. For the degree or diploma program(s) that were listed in item 1, please list the required courses, number of laboratory and lecture hours, the number of credits per course, and the total number of credits required for graduation. IF YOUR DEPARTMENT HAS THIS INFORMATION IN PRINTED FORM, ENCLOSE A COPY. We need the information about lab and lecture hours, so be sure this is included.

PROGRAM TITLE 2: ______________________________

COURSE TITLES	LAB HOURS	LECTURE HOURS	CREDITS
TOTAL CREDITS REQUIRED FOR GRADUATION		*****	

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3. Select three of the most important textiles and clothing courses listed in item 2 and specify in Part A the textbooks required for students. In Part B describe the types of learning activities required both within and outside the classroom for these courses. List the specific activities as indicated and the number of hours, days, or weeks required for each activity.

COURSE TITLE 1:____________________

A. TEXTBOOKS REQUIRED:	
B. LEARNING ACTIVITIES	HOURS/DAYS/ WEEKS
1. Field trips (specify place and type)	
2. Major projects	
3. Laboratory and/or simulated experiences	

COURSE TITLE 2:____________________

A. TEXTBOOKS REQUIRED:	
B. LEARNING ACTIVITIES	HOURS/DAYS/ WEEKS
1. Field trips (specify place and type)	
2. Major projects	
3. Laboratory and/or simulated experiences	

COURSE TITLE 3: ______________________________

A. TEXTBOOKS REQUIRED:	
B. LEARNING ACTIVITIES	HOURS/DAYS/ WEEKS
1. Field trips (specify place and type) 2. Major projects 3. Laboratory and/or simulated experiences	

4. This question is designed to determine what types of equipment and facilities are needed for the program(s). In the following blank(s) indicate the name(s) of your program(s). Then circle the appropriate letter in the right column to indicate that these resources are available for use in the program. Several blank spaces have been provided for you to list specific equipment.

PROGRAM TITLE(S): 1.____________________________

2.____________________________

FACILITIES/RESOURCES	PROGRAM
Domestic sewing machines	1 2
Industrial sewing machines	1 2
Blindstitch hemmer	1 2
Commercial pressing equipment (specify)	
	1 2
	1 2
Drycleaning equipment (specify)	
	1 2
	1 2
Commercial washer and dryer	1 2
Display mannequins	1 2
Fitting rooms for customers	1 2
Mock-store or boutique-display laboratory	1 2
Textile production machinery (specify)	
	1 2
	1 2
Textile testing equipment	
Microscopes	1 2
Fabric counter	1 2
Launder-ometer	1 2
Others	1 2
	1 2
Apparal production equipment (specify)	
	1 2
	1 2
Manual adding machines	1 2
Cash registers (manual)	1 2
Electronic cash register	1 2
Trade journals and newspapers	1 2

5. List any other types of resources or facilities which you presently do not have, but would consider beneficial for the program(s).

PROGRAM TITLE 1:____________________ PROGRAM TITLE 2:____________________

ADDITIONAL RESOURCES AND FACILITIES	ADDITIONAL RESOURCES AND FACILITIES

THE FOLLOWING QUESTIONS ARE RELATED TO PROGRAM STANDARDS OR GUIDELINES, SPECIFICALLY FACILITIES, RESOURCES, TEACHER QUALIFICATIONS, EVALUATION PROCEDURES AND STAFFING. CHECK THE APPROPRIATE ANSWER AND PROVIDE QUALIFYING INFORMATION IN THE BLANKS PROVIDED.

6. Are validated performance-based criteria (competencies), for entry and advancement on the job, used as a basis for developing program objectives?
_____Yes (PLEASE ATTACH A LIST IF AVAILABLE)
_____No

7. Is the program planned and evaluated in terms of local, state, and federal manpower data? (Please check those which apply.)
_____Local manpower data
_____State manpower data
_____Federal manpower data
_____Other data (specify)______________________________

8. Has the program undergone articulation with similar textiles and clothing educational programs?
_____With secondary schools
_____With four-year universities and colleges
_____Has not undergone articulation

9. Do the textiles and clothing credits from your program transfer to four year institutions?
_____Yes
_____No

10. Does your department prepare a plan which incorporates goals, objectives, and activities? (If so, enclose a copy.)

_____Annual plan

_____Three-year plan

_____Five-year plan

_____None

11. Are follow-up surveys conducted by your school or department to determine the current occupational status of students? How often?

_____Not conducted

_____One year after graduation

_____Two years after graduation

_____Three to five years after graduation

12. Where are your graduating students placed? Number the following possibilities in descending order of frequency (1--most frequently placed, etc.).

_____Department store

_____Fabric store

_____Discount merchandiser

_____Cleaning and laundry establishment

_____Self-employed

_____Apparel specialty store

_____Other specialty store (specify type)______________________________

_____Manufacturing company (specify type)______________________________

_____Other (specify)____

13. Is an advisory committee, consisting of business and community members, utilized to assist in:

_____Need determination

_____Resource allocation

_____Program promotion

_____Program evaluation

_____Not used

14. If so, how often do they meet?

_____Once a year

_____Twice a year

_____Once a month

_____On call

_____Other (specify)

15. Is there a degree requirement for instructors in the program?

_____Yes (specify)____

_____No

16. How many hours or years of occupational work experience are required of instructors in the textiles and clothing program?

_____Hours

_____Years

_____Not specified

17. How many hours or years of occupational work experience are required for the teacher-coordinator who supervises field experiences?

_____Hours

_____Years

_____Not specified

18. How many semester or quarter hours of educational course work (methods of teaching, evaluation, curriculum, etc.) are required of instructors?

_____Semester credits

_____Quarter credits

_____No specific educational requirements

19. What courses are required for instructors certified to teach in your program? ____

20. Are there minimum space requirements per student in the classroom designated by state standards? If so, indicate the square footage per student.

_____Yes (specify)________________

_____No

In the laboratory?

_____Yes (specify)________________

_____No

21. In your program, how many square feet per student is allocated for the classroom?________________

For the laboratory?________________

22. Do you feel the space allocated for your program is adequate?

_____Yes

_____No

23. If not, indicate desired allocation figure?____________________________

24. What provisions have been made in the physical setting of the classroom and laboratory area to accommodate students with physical handicaps or other educational needs?____

____

____

25. What adjustments in programming have been made to accommodate students with physical handicaps or other educational needs?____________________

____

____

26. How often are students visited by the teacher-coordinator during the cooperative work experience?

_____Once a week

_____Once a month

_____Twice a month

_____Other____

27. Do students receive wages during the cooperative work experience?

_____Yes

_____No

28. How many students participating in a cooperative work experience are supervised by one full-time teacher-coordinator?

_____12 or less

_____13-18

_____19-23

_____24

_____Other_______________

29. How many staff hours are designated, on the average, in a week for

_____Instruction

_____Student advising

_____Preparation

_____Supervision

30. What is the maximum limit to the number of students in lecture/discussion classes and in laboratory classes?

_____Lecture/discussion classes

_____Laboratory classes

_____There is no limit.

Appendix F:

Letter of Transmittal for initial questionnaire

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Program Coordinator:

The enclosed questionnaire concerned with program standards is part of a nationwide study being conducted in the Home Economics Education Department at Iowa State University and sponsored by the Department of Health, Education, and Welfare. The purpose of this project, entitled Development of Standards for Textiles and Clothing Postsecondary Programs, is to develop and validate student performance standards and program standards. The program standards will be related to facilities, resources, planning and evaluation procedures, staffing and programming. The results of this study will provide postsecondary textiles and clothing programs with a set of criteria for developing new programs and evaluating existing ones.

In order to develop the initial set of program criterion statements, we need your response on the current status of the program. We feel it is very important to have direct input from the program coordinators and instructors in order to attain valid and pertinent information. The following questionnaire has been reviewed by an advisory committee consisting of members from business, postsecondary institutions, a department of public instruction, and a university, and revised in order to simplify the completion process and yet insure that necessary information is attained. Time required for completion should be about 45 minutes.

It will be appreciated if you will complete the questionnaire by January 31 and return it, along with any additional materials, in the stamped, self-addressed envelope. Other phases of the study cannot be carried out until we complete analysis of this data. We would welcome comments on questionnaire items and suggestions concerning additional areas for standards development. We will be pleased to send you a summary of questionnaire results if you desire.

Thank you for your cooperation.

Sincerely yours,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Appendix G:

First follow-up for the initial questionnaire

_____ I have already mailed the questionnaire.

_____ Today I am getting it in the mail.

_____ I will plan to fill out the questionnaire within the next two days and mail it to you.

_____ Something happened to my questionnaire. Please send another and I will fill it out.

_____ Our school does not have this type of program.

Name ______________________________

Name of school ______________________________

Have you received your questionnaire concerning "Standards for Textiles and Clothing Post-secondary Programs"?

If you have returned it, we appreciate your cooperation. If not, we need YOUR response to assure findings that are representative of existing textiles and clothing postsecondary programs (i.e. Clothing Services, Fashion Design and Merchandising, Home Furnishings, Fabric Maintenance). Please check and return this card, and send in your questionnaire.

Irene Beavers

Irene Beavers
Professor
Home Economics Education
Iowa State University

Appendix H:

Follow-up Letter for the initial questionnaire

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Program Coordinator:

The first part of January we mailed you a questionnaire concerning textiles and clothing program standards in your institution. We are interested in the following kinds of programs:

- --fashion merchandising
- --apparel services (alterations, tailoring, etc.)
- --home furnishings (drapery, upholstery, needlecrafts, etc.)
- --fashion design
- --industrial sewing
- --fabric maintenance (drycleaning, presser, etc.)

This questionnaire is part of a nationwide project entitled "Development of Standards for Textiles and Clothing Postsecondary Programs" that is being conducted in the Home Economics Education Department at Iowa State University, and funded by the Department of Health, Education, and Welfare.

We have not, as yet, received a response from you. Your input is very important at this stage of the project in order to develop an initial set of program criterion statements, which will be validated at a later time by program coordinators and instructors in postsecondary textiles and clothing programs. If you have already responded, disregard this letter.

If your copy of the questionnaire has been misplaced, please notify us and we will send you another.

Thank you for your cooperation.

Sincerely yours,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Appendix I

Programs from Initial Questionnaire Categorized by Titles

Category	Title	Number per title	Total in category
Fashion Merchandising	Fashion merchandising	57	59
	Fashion management	1	
	Retail management	1	
Apparel Services	Tailoring/alterations	5	31
	Apparel services	6	
	Custom dressmaking	6	
	Clothing construction	4	
	Fashion textiles	2	
	Clothing/textiles	3	
	Clothing services	4	
	Fashion trades	1	
Textile Technology	Textile technology and engineering	3	3
Interior Design (Home furnishings)	Interior decorating (Home furnishings)	5	7
	Drapery construction	1	
	Upholstery	1	
Fashion Design	Tailoring/fashion design	6	18
	Fashion design	7	
	Design/patternmaking	3	
	Construction design	2	
Sewing Machine Repair and Training	Sewing machine repair	1	2
	Sewing machine skill training	1	
Dry Cleaning and Laundering	Dry cleaning and laundering	1	2
	Apparel processing	1	
Industrial Sewing	Needletrades	1	7
	Textile production	1	
	Power sewing	1	
	Commercial sewing	2	
	Industrial sewing/ apparel production	2	

Appendix J:

Career Clustering Questionnaire

IOWA STATE UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

We appreciated your response to the questionnaire on Textiles and Clothing Postsecondary Program Standards, and are asking for a few more moments of your time. In order to organize the data from the questionnaire, it is necessary that we shift from using program titles, which are numerous and varied, to the use of career clusters. For example, there have been many programs entitled "clothing services", "apparel services", "apparel arts", "clothing management, production, and services", and "apparel alteration specialist". Most of these programs are training for the career cluster: alterations, dressmaking, and tailoring.

According to studies and opinions of vocational educators, career clustering is an expedient process which is beneficial to the student's career pattern and mobility. In the final stage of this project, postsecondary educators will be asked to respond to competency statements related to the various occupational areas; competencies which are common and unique to the career areas can then be identified. It will be more convenient for the educators to fill out one form for a cluster of occupations rather than for each occupation.

We need your advice on how to best cluster the textiles and clothing career options. The basis for clustering these occupations should be the similarity of tasks performed and competencies needed. We would also appreciate your opinion on which clusters should be included in the study. Because our government contract limits time and funds, only those occupational programs of priority interest will be included, priority being based on the availability of jobs and the need for the program.

Fashion Merchandising will be incorporated as a major part of the study, but is not included on the accompanying form because it is a widespread and well-defined program. Many programs were located which were preparing students for career options listed under our categories of Apparel Services and Fabric Sales. Industrial Sewing Machine Operation and Fashion Design programs were also encountered in the initial survey, however, very few programs exist nationally at the postsecondary level. Many of the Industrial Sewing programs are included at the secondary level and the bulk of the Fashion Design programs are located in specialized private schools in the New York area.

In addition, we would also like your reaction to the inclusion of a home furnishings career option into the textiles and clothing cluster. The home furnishing "specialist" would perform such tasks as draperymaking, re-upholstery, construction of accessories for the home, and maintenance of household textiles. Persons trained for this occupational area could find employment in department stores, furniture showrooms, home accessory shops, or be self-employed.

Please fill out this information sheet and return as soon as possible to:

Dr. Irene Beavers
Professor of Home Economics Education
166 LeBaron Hall
Iowa State University
Ames, Iowa 50011

Thank you for cooperating; your time and effort is greatly appreciated.

Irene Beavers
Irene Beavers

Listed beneath each career cluster are career options which students are qualified to pursue. If the cluster titles and career options are NOT ACCEPTABLE to you, please suggest alternatives in the space to the right of each cluster title. Also, indicate whether the cluster should be of priority interest in this study by checking YES, NO, or UNSURE (if you are not familar with the type of program).

PRIORITY INTEREST			CLUSTER TITLES
Yes	No	Unsure	
			1. APPAREL SERVICES --dressmaker --tailor --alterationist
			2. FABRIC SALES AND HOME SEWING EQUIPMENT DEMONSTRATOR --fabric salesperson (fashion upholstery, or drapery) --sewing machine salesperson --store owner/manager
			3. HOME FURNISHINGS SPECIALIST --gift/home accessories salesperson --home furniture upholsterer (slipcovers, pillows, bedspreads) --draperymaker --carpet and drapery salesperson
			4. INDUSTRIAL SEWING AND CLOTHING MANUFACTURING --power sewing machines operator --bundler --garment inspector
			5. DESIGN --pattern grader/maker --sample maker --assistant to designer

Appendix K:

Request for existing Program Guidelines

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 5[illegible]1

Telephone 515-294-6444

The Home Economics Education Department at Iowa State University is working on a project funded by the Department of Health, Education, and Welfare entitled Development of Standards for Textiles and Clothing Postsecondary Programs. The project will incorporate validation of both student performance standards and program standards (resources needed and experiences required of students).

We have already requested information from you concerning the location of textiles and clothing postsecondary programs in your state and would appreciate further assistance. One of our first tasks is to develop a tentative list of program standards related to facilities and equipment, supervised occupational experiences, and course specifications. If your state department has developed standards for the textiles and clothing occupational areas or occupational education as a whole, we would appreciate copies of the material. These occupational areas might include fashion merchandising, clothing services, dressmaking, or laundry and drycleaning.

Thank you for your cooperation.

Sincerely yours,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Kathleen Beery

Kathleen Beery
Graduate Assistant
Home Economics Education

Program Standards Questionnaire used for Pretesting

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Standards for Postsecondary Programs
Textiles and Clothing

The following statements may be essential for programs in textiles and clothing at the postsecondary level. Each statement was derived from basic information received from programs now in progress at the postsecondary level.

You are asked to decide which statements are important as a standard or guide to be met in the postsecondary programs in textiles and clothing. Your responses should indicate what you think is important, not necessarily what exists now. Responses to this questionnaire are to be made anonymously.

Directions:

Indicate the extent to which each statement is important for an ideal program by selecting a number from 1 to 99.

If the statement is very important for your program, select a number between 51 and 99 and write the number to the left of the statement. A score of 99 indicates the statement is very important; lower scores indicate a lesser degree of importance.

If the statement is not important for your program, select a number between 1 and 49. Use a score of 1 to indicate the lowest degree of not important.

If you are uncertain about the statement for your program, write 50 in the blank.

1 10 20 30 40 50 60 70 80 90 99

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

STANDARDS FOR POSTSECONDARY TEXTILES AND CLOTHING PROGRAMS

1	50	99
NOT IMPORTANT	UNCERTAIN	VERY IMPORTANT

SECTION I

Program - Instructional

_____ A written statement of philosophy for vocational education is in harmony with the philosophy statement for the total school.

_____ The program's annual and five-year plans, including goals, objectives, and activities, are on file in the department and with the administration.

_____ Community resources, facilities, and industries are identified and utilized to enrich the quality of the instructional program.

_____ The instructional program is reviewed and modified to comply with local, state, and federal manpower data.

_____ Validated competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program.

_____ Competencies included in the instructional program are evaluated and revised annually.

_____ Lesson plans are developed that clearly state instructional objectives, activities, and resources to be used during instruction.

_____ The instructional program contains the necessary balance of class time, laboratory work, field trips, and occupational experience to adequately prepare students for employment or advanced educational programs.

_____ The instructional program includes courses in human relation skills and oral/written communication.

_____ Provisions are made within the instructional program to accommodate students with special educational needs or learning deficiencies.

_____ Instruction in safety is provided in advance of laboratory work.

_____ Modern and technically accurate instructional materials and textbooks are utilized in the program.

_____ The instructional program is articulated with similar local secondary, postsecondary, and four-year educational programs.

_____ Leadership development activities are an integral part of the instructional program.

1	50	99
NOT IMPORTANT	UNCERTAIN	VERY IMPORTANT

_____ Student organizations provide for the specialized needs and interests of all members and reflect the goals and objectives of the instructional program.

_____ Test-out procedures are available for course work/competencies previously covered/mastered by students.

Supervised Field Experience

_____ The teacher-coordinator, student, and employer cooperatively develop a formal training agreement.

_____ The teacher-coordinator, student and employer cooperatively develop a formal training plan which includes competencies and activities to be acquired during the supervised field experience.

_____ A systematic plan is utilized to select, develop, and evaluate training stations which will assist students in obtaining desired occupational competencies.

_____ The teacher-coordinator provides effective coordination, supervision, and occupational guidance to students engaged in supervised field experience.

_____ The teacher-coordinator and cooperating employers are jointly involved in supervising students during their field experience.

_____ The teacher-coordinator who supervises student field experiences maintains adequate records for evaluation and assistance in placement.

_____ Students receive school credit for all supervised field experiences.

_____ During the field experience students maintain up-to-date logs pertaining to activities, accomplishments, problems, and paid income from the work.

_____ Students participating in the supervised field experience are employed in accordance with all applicable federal and state labor laws.

_____ Students receive wages during their supervised field experience.

1	50	99
NOT IMPORTANT	UNCERTAIN	VERY IMPORTANT

Staffing

_____ Instructors and teacher-coordinators possess the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs.

_____ Instructors and teacher-coordinators are sensitive to the needs of students and can recognize and make provisions for individualization within the instructional program.

_____ The instructional staff attends in-service professional development programs to improve teacher competencies.

_____ Instructors and teacher-coordinators are actively involved in professional organizations.

_____ Teacher-coordinators are employed on a twelve-month basis to provide continuous education and supervision of students during summer months.

_____ Instructors have at least one class preparation period per instructional day.

_____ Teacher-coordinators have at least one half-hour per student per week for supervisional activities.

_____ In multiple-instructor departments, one instructor is appointed and compensated to serve as department head.

_____ Job descriptions are on file for all department staff members.

_____ The instructional staff has access to adequate secretarial services.

Facilities/Instructional Resources

_____ Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy.

_____ Facilities and equipment meet all current state and federal safety regulations.

_____ The equipment provided for instructional purposes is comparable to that used in business and industry.

1	50	99
NOT IMPORTANT	UNCERTAIN	VERY IMPORTANT

_____ Provisions are made in the physical setting of the classroom and laboratory to accommodate students with physical handicaps.

_____ The classroom and laboratory stations are functional and provide adequate space for the number of students enrolled.

_____ The classroom and laboratory stations are maintained in an orderly, safe, and attractive condition.

_____ Supplies and equipment are stored in a systematic and safe manner.

_____ Maintenance and service records of all equipment are on file in the department office.

_____ Instructional materials and other resources frequently used for coursework are readily accessible to the students and conveniently located to class areas.

_____ Students have access to current trade journals and other publications pertaining to home economics, textiles and clothing, and business.

_____ Instructional media, including audio-visual aids, are adequate in number and variety and are maintained in good working order.

Public Relations

_____ Through an effective public relations program the educational objectives, major activities, and accomplishments of the program are communicated to the faculty, students, parents, employers, advisory council members, and the community.

_____ Instructors and teacher-coordinators establish and maintain cooperative working relations with leaders in related industries, organizations, and agencies.

_____ The program instructors or placement officers contact prospective employers to determine current manpower needs.

_____ The advisory committee consists of representatives from business employers, community organizations, public educational institutions, and former students of the program.

_____ The advisory council assists in need determination, resource allocation, program promotion, and evaluation.

_____ The advisory council functions under written guidelines which specify responsibilities of members and operational procedures.

Recruitment/Counseling, Placement

_____ Literature is made available which explains admission requirements, curricular offerings, transfer and degree requirements, and career opportunities.

_____ Instructors advise each student on a regular basis, assisting in appropriate course selection and career planning.

_____ Instructors refer students needing additional guidance to qualified school personnel.

_____ Student records contain current information on occupational objectives, supervised work experience, completed course work, recommendations for employment, and other necessary information.

_____ Instructors and placement officers inform students of employment possibilities, provide opportunities for students to meet with prospective employers, and suggest methods of pursuing employment.

_____ Files of placement and employment records are maintained.

_____ Literature and consultative services are made available to prospective students which provide a realistic outlook of occupational responsibilities and opportunities.

Evaluation

_____ Representatives of local, area, and state education agencies participate in planning the program of instruction and are informed of progress.

_____ The instructor, local administrators, and appropriate state education agency staff members meet at regular intervals to formally examine and evaluate the program.

_____ Results obtained from program evaluations are used to promote, develop, and improve the instructional program.

_____ The program is continuously evaluated by studying manpower data, enrollment figures, and follow-up data on type of student employment.

_____ Criterion statements are used to evaluate student competencies and achievements.

_____ Courses within the program and the instructional staff are evaluated by students at the end of each term.

_____ Surveys of former students (follow-up studies) include information on occupational status, educational status, beneficial components of the program, salary range, and demographic area of employment.

_____ Students who do not complete the educational program are interviewed or surveyed by questionnaire to determine reasons for termination.

SECTION II

The following items cover content area where consensus was not found among the states. Check the response which you feel is most appropriate and realistic for an occupational program, not necessarily the standard or guideline which currently exists. Where the question asks for a response related to the seperate occupational areas, respond to those occupational areas where you feel qualified.

Instructors have completed course work in the following areas (check all which are needed):

_____ philosophy and practice of vocational education
_____ curriculum development
_____ human relations
_____ evaluation
_____ methods of teaching

The advisory council meets at least

_____ once a year
_____ twice a year
_____ monthly

Surveys of former students are conducted to determine their occupational and/or educational status on a

_____ 1 year basis
_____ 3 year basis
_____ 5 year basis

The teacher-coordinator visits students participating full-time in supervised field experience at least

_____ monthly
_____ twice monthly
_____ every week

For a laboratory class, the student-instructor ratio does not exceed the following:

_____ 10 to 1
_____ 15 to 1
_____ 20 to 1
_____ 25 to 1
_____ 30 to 1

Students participate in local supervised field experiences for a total of

_____ 2 weeks (provide equivalent number of full weeks if student works half-time)
_____ 4 weeks
_____ 8 weeks
_____ 12 weeks

A full-time teacher-coordinator who supervises field experiences has a maximum of

_____ 10-15 students
_____ 16-20 students
_____ 21-25 students
_____ 26-30 students
_____ 31 or more students

Teachers have had both educational experiences and meaningful employment in the occupational area they are teaching, in the following combination: (check one item in each column for the program area where you feel qualified)

APPAREL SERVICES

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

WINDOW TREATMENT AND DECORATIVE FURNISHINGS SERVICES

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

FASHION DESIGN

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

FASHION MERCHANDISING

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

Teacher-coordinators have had both educational experiences and meaningful employment in the occupational area they are teaching, in the following combination: (check one item in each column for the program area where you feel qualified)

APPAREL SERVICES

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

WINDOW TREATMENT AND DECORATIVE FURNISHINGS SERVICES

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

FASHION DESIGN

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

FASHION MERCHANDISING

Meaningful employment

_____ Less than 1 year
_____ 1 year
_____ 1.5 years
_____ 2 years
_____ 2.5 years
_____ 3 years

Level of education

_____ Less than associate degree
_____ Associate degree
_____ Baccalaureate degree
_____ Master of arts/science degree

Apparel Service
Window Treatment
Fashion Design

1	50	99
NOT IMPORTANT	UNCERTAIN	VERY IMPORTANT

The following is a list of field trips and experiences which can be incorporated in instructional programs. Rate each one according to how important you feel it is for your program.

_____ Tour of garment factory
_____ Trip to design workroom/studio
_____ Trip to department/apparel specialty store
_____ Tour of art museum
_____ Visit to a drapery workroom
_____ Trip to interior design shop
_____ Tour of textile manufacturing plant
_____ Attendance at a designer of department store fashion show
_____ Tour of model homes
_____ Trip to apparel market

The following is a list of types of equipment and facilities which are used for instructional purposes in the classroom. Assume you are in a cooperative program (student participates in supervised field experiences). Rate each one according to how important you feel it is to actually have the equipment/facilities in the classroom.

_____ Domestic sewing machines
_____ Industrial sewing machines
_____ Commercial pressing equipment
_____ Display mannequins/dress forms
_____ Trade journals/magazines
_____ Microscopes
_____ Fabric counters
_____ Simulated shop within the classroom
_____ Fitting rooms in the classroom

1	50	99
NOT IMPORTANT	UNCERTAIN	VERY IMPORTANT

Fashion Merchandising

The following is a list of field trips and experiences which can be incorporated in instructional programs. Rate each one according to how important you feel it is for your program.

_____ trip to resident/regional buying office
_____ trip to garment factory
_____ comparison shopping trip
_____ trip to department/apparel specialty stores
_____ trip to apparel market
_____ visit to art/historical museum
_____ access to electronic cash register equipment

The following is a list of types of equipment and facilities which are used for instructional purposes in the classroom. Assume you are in a cooperative program (student participates in supervised field experiences). Rate each one according to how important you feel it is to actually have the equipment/facilities in the classroom.

_____ domestic sewing machines
_____ display mannequins
_____ trade journals/magazines
_____ microscopes
_____ fabric counter
_____ simulated shop (mock store)
_____ adding machine
_____ manual cash register
_____ electronic cash register

Letter of Transmittal for Pretesting the Program Standards Questionnaire

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

August 4, 1978

Dear

As you are aware the Home Economics Education Department, Iowa State University, is conducting a national study to develop program standards and compentencies for textiles and clothing educational programs at the postsecondary level. Enclosed are the program statements now developed; we would like to have your response on these statements in order to develop our final list. The statements in Section I are general and could apply to all vocational educational programs. Section II covers items specifically related to fashion merchandising, apparel services, window treatment services, and fashion design. Please make any additions or corrections you feel are necessary in order to make them more clear or specific to the occupational programs. If the instructions lack clarity, please indicate how they might be improved.

Please return the tentative list of program standards in the business reply envelope by August 20; if this is not possible due to school vacation or delay in receiving the letter send by September 1. Because only a small number of people are being asked to review the standards at this time, your careful attention will be appreciated. Later the material will go to a national sample consisting of program coordinators and state supervisory personnel. Thank you for your prompt attention in this matter.

Sincerely yours,

Irene Beavers

Irene Beavers
Professor

Appendix N:

Fashion Merchandising Program Standards Questionnaire

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Educators and Supervisory Personnel,

The Home Economics Education Department at Iowa State University is conducting a nation-wide study, entitled "Development of Standards for Textiles and Clothing Programs". This project is being funded by the Department of Health, Education, and Welfare. One purpose of the study is to verify a set of standards for fashion merchandising programs related to staffing, student experiences, facilities, instructional resources, program evaluation, and student counseling. Hopefully these standards will provide assistance to educators in planning, developing, and evaluating programs.

The other purpose of the study involves competency validation for entry-level and mid-management level jobs in fashion merchandising. Postsecondary educators and business personnel have been asked to respond to a questionnaire related to important competencies for these positions.

YOUR input is considered to be very important in the phase of the study pertaining to standards. You can tell us, as an experienced person in education, what you perceive as important guidelines for postsecondary programs in fashion merchandising. A select group (consisting of fashion merchandising program coordinators, university faculty in distributive education, and distributive education state department of education personnel) is being asked to respond. Your responses as a group will be summarized and distributed to participants and state departments of education. It is hoped that this study will provide insight into what the group as a whole perceives as important guidelines for fashion merchandising programs.

Time required to complete the form should be approximately 30 to 45 minutes. Please complete the enclosed form and return it in the postage-paid envelope by   . The results will be mailed to you in late spring. Thank you for your assistance and prompt attention.

Sincerely,

Irene Beavers
Irene Beavers
Professor
Home Economics Education

Kathy Beery
Kathy Beery
Graduate Assistant
Home Economics Education

STANDARDS FOR FASHION MERCHANDISING POSTSECONDARY PROGRAMS

You are asked to decide which statements are important as standards or guidelines to be met in fashion merchandising programs at the postsecondary level. The response format will vary in Sections I, II, and III; directions are included with each section.

Responses made on this questionnaire will remain anonymous. If the questionnaire is completed by someone other than the person to whom it was addressed, please provide your name on the last page if you would like to receive a summary of the results.

SECTION I

Directions: In this section decide if the statements would be important guidelines or standards for fashion merchandising postsecondary programs. Respond to each statement in the following manner:

If you believe the statement is VERY IMPORTANT, write 11 in the answer box.

If you believe the statement is NOT IMPORTANT, write 1 in the answer box.

If you are UNCERTAIN of the importance of the statement, write 6 in the answer box.

A response from 1-5 indicates the degree to which you find the statement not important.

A response from 7-11 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 2 3 4 5 6 7 8 9 10 11

Program - Instructional

1. A written statement of philosophy for vocational education is in harmony with the philosophy statement for the total school. 1. ☐
2. The program's annual and five-year plans, including goals, objectives, and activities, are on file in the department and with the administration. 2. ☐
3 Community resources, facilities, and industries are identified and utilized to enrich the quality of the instructional program. 3. ☐
4. The instructional program is reviewed and modified to comply with local, state, and federal manpower data. 4. ☐
5. Validated competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program. 5. ☐
6. Lesson plans are developed that clearly state instructional objectives, activities, and resources to be used during instruction. 6. ☐
7. The instructional program includes courses in human relation skills and oral/written communication. 7. ☐
8. Provisions are made within the instructional program to accommodate students with special educational needs or learning deficiencies. 8. ☐
9. Instruction in safety is provided in advance of laboratory work. 9. ☐
10. Modern and technically accurate instructional materials and textbooks are utilized in the program. 10. ☐
11. The instructional program is articulated with similar local secondary, post-secondary, and four-year educational programs. 11. ☐
12. Student organizations, which provide an opportunity for leadership development, are an integral part of the program. 12. ☐
13. Test-out procedures are available for course work/competencies previously covered/mastered by students. 13. ☐

Supervised Field Experience

14. The teacher-coordinator, student, and employer cooperatively develop a formal training agreement. 14. ☐

15. The teacher-coordinator, student and employer cooperatively develop a formal training plan which includes competencies and activities to be acquired during the supervised field experience. 15. ☐

16. A written plan is utilized to select, develop, and evaluate training stations which will assist students in obtaining desired occupational competencies. 16. ☐

17. The teacher-coordinator provides effective coordination, supervision, and occupational guidance to students engaged in supervised field experience. 17. ☐

18. The teacher-coordinator and cooperating employers are jointly involved in supervising students during their field experience. 18. ☐

19. The teacher-coordinator who supervises student field experiences maintains records for evaluation and assistance in placement. 19. ☐

20. Students receive school credit for supervised field experiences. 20. ☐

21. During the field experience students maintain up-to-date logs pertaining to activities, accomplishments, problems, and paid income from the work. 21. ☐

22. Students participating in the supervised field experience are employed in accordance with all applicable federal and state labor laws. 22. ☐

23. Students receive wages during their supervised field experience. 23. ☐

Staffing

24. Instructors and teacher-coordinators possess the technical, professional and occupational competencies necessary to prepare students for entry-level employment or for advanced educational programs. 24. ☐

25. Instructors and teacher-coordinators are sensitive to the needs of students and can recognize and make provisions for individualization within the instructional program. 25. ☐

26. The instructional staff participates in professional development programs to improve teacher competencies. 26. ☐

27. Instructors and teacher-coordinators are actively involved in professional organizations. 27. ☐

28. Teacher-coordinators are employed on a twelve-month basis to provide continuous education and supervision of students during summer months. 28. ☐

29. Teacher-coordinators have at least one half-hour per student per week for supervising field experiences. 29. ☐

30. In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. 30. ☐

31. Job descriptions are on file for all department staff members. 31. ☐

32. The instructional staff has access to adequate secretarial services. 32. ☐

Facilities/Instructional Resources

33. Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy. 33. ☐

34. Facilities and equipment meet all current state and federal safety regulations. 34. ☐

35. The equipment provided for instructional purposes is comparable to that used in business and industry. 35. ☐

36. Provisions are made in the physical setting of the classroom and laboratory to accommodate students with physical handicaps. 36. ☐

37. The classroom and laboratory stations are functional and provide adequate space for the number of students enrolled. 37. ☐

NOT IMPORTANT — UNCERTAIN — VERY IMPORTAN

1 2 3 4 5 6 7 8 9 10 11

38. The classroom and laboratory stations are maintained in an orderly, safe, and attractive condition. 38.

39. Supplies and equipment are stored in a systematic and safe manner. 39.

40. Maintenance and service records of all equipment are on file in the department office. 40

41. Instructional materials and other resources frequently used for coursework are readily accessible to the students. 41.

42. Students have access to current trade journals and other publications pertaining to home economics, textiles and clothing, and business. 42

43. Instructional media, including audio-visual aids, are adequate in number and variety and are maintained in good working order. 43.

Public Relations

44. The educational objectives, major activities, and accomplishments of the program are communicated through an effective public relations program to the faculty, students, parents, employers, advisory committee members, and the community. 44.

45. Instructors and teacher-coordinators establish and maintain cooperative working relations with leaders in related businesses, organizations, and agencies. 45.

46. The program instructors or placement officers contact prospective employers to gain information about labor needs. 46.

47. The advisory committee consists of representatives from business employers, community organizations, public educational institutions, and former students of the program. 47.

48. The advisory council assists in need determination, resource allocation, program promotion, and evaluation. 48.

49. Financial support, in terms of travel money, etc., is provided for members of the advisory committee. 49.

50. Operational procedures for the functioning of the advisory committee are identified by the staff using state and federal specifications as a guide. 50.

Recruitment/Counseling, Placement

51. Literature is made available which explains admission requirements, curricular offerings, transfer and degree requirements, and career opportunities. 51.

52. Instructors or special advisors assist students on a regular basis in appropriate course selection and career planning. 52.

53. Instructors refer students needing additional guidance to qualified school personnel. 53.

54. Student records contain current information on occupational objectives, supervised work experience, completed course work, recommendations for employment, and other necessary information. 54.

55. Instructors and placement officers inform students of employment possibilities, provide opportunities for students to meet with prospective employers, and suggest methods of pursuing employment. 55.

56. Files of placement and employment records are maintained. 56

57. Literature and consultative services are made available to prospective students which provide a realistic outlook of occupational responsibilities and opportunities. 57.

Evaluation

58. Representatives of local, area, and state education agencies participate in planning the program of instruction and are informed of progress. 58.

59. Instructors, local administrators, and appropriate state education agency staff members meet at least 2-3 times a year to examine and evaluate the program. 59. ☐

60. Results obtained from program evaluations are used to promote, develop, and improve the instructional program. 60. ☐

61. Administrators, instructors, and advisory committee members continuously evaluate the program utilizing manpower data, enrollment figures, and follow-up data on former students. 61. ☐

62. Criterion statements are used to evaluate student competencies and achievements. 62. ☐

63. Courses within the program and the instructional staff are evaluated by students at the end of each term. 63. ☐

64. Instructors, administrators, or placement officers conduct follow-up surveys of former students to determine the effectiveness of the program. 64. ☐

65. Reasons for student drop-outs are determined through interviews or questionnaires, and are used to revise the educational program. 65. ☐

SECTION II

Directions: The following items cover content areas where consensus was not found among the states. Check the response which you feel is most appropriate and realistic for a program, not necessarily the standard or guideline which currently exists in your state.

66. Instructors have completed course work in the following areas (check all which are needed):

☐ philosophy and practice of vocational education
☐ curriculum development
☐ human relations
☐ evaluation
☐ methods of teaching
☐ courses which relate to subjects taught

67. The advisory committee meets at least

☐ once a year
☐ twice a year
☐ monthly

68. Surveys of former students are conducted to determine their occupational and/or educational status on a

☐ 1 year basis
☐ 3 year basis
☐ 5 year basis

69. The teacher-coordinator visits students who are participating full-time in supervised field experiences at least

☐ monthly
☐ twice monthly
☐ every week

70. For a laboratory class, the student-instructor ratio does not exceed the following:

☐ 10 to 1
☐ 15 to 1
☐ 20 to 1
☐ 25 to 1
☐ 30 to 1

71. A full-time teacher-coordinator who only supervises field experiences has a maximum of

☐ 10-15 students
☐ 16-20 students
☐ 21-25 students
☐ 26-30 students
☐ 31 or more students

72. Competencies included in the instructional program are evaluated and revised

☐ annually
☐ every 2 years
☐ every 3 years

73. Instructors have the following number of class preparation periods

☐ one period per instructional day
☐ two periods per instructional day
☐ one period per course

SECTION III

Directions: Check the responses which you feel are most appropriate and realistic for a fashion merchandising program.

1) Educational and work experience requirements for educators.

Currently there are varying educational and work experience requirements for faculty in postsecondary programs. The purpose of this question is to gather some information pertaining to these requirements. Mark both educational and work experience requirements. Teachers and teacher-coordinators have been separated: 1) teachers are full-time instructors and 2) teacher-coordinators are instructors and supervisors of student field experiences. Check the responses that you feel are most appropriate, not necessarily the ones which currently exist in your state.

FASHION MERCHANDISING

TEACHERS		TEACHER-COORDINATORS	
Work Experience	Level of Education	Work Experience	Level of Education
☐ Less than 1 year	☐ Less than A.A or A.S.	☐ Less than 1 year	☐ Less than A.A. or A.S.
☐ 1 year	☐ A.A. or A.S.	☐ 1 year	☐ A.A. or A.S.
☐ 1.5 years	☐ B.A. or B.S.	☐ 1.5 years	☐ B.A. or B.S.
☐ 2 years	☐ M.A. or M.S.	☐ 2 years	☐ M.A. or M.S.
☐ 2.5 years		☐ 2.5 years	
☐ 3 years		☐ 3 years	
☐ Other (specify)		☐ Other (specify)	

2) Equipment and facilities for the classroom.

The following is a list of equipment and facilities which are used for instructional purposes in the classroom. Assume this is a cooperative program (student participates in supervised field experiences). Rate each one according to how important you feel it is to actually have the equipment in the classroom. If you do not feel qualified to respond to this question, go on to number 3.

Respond using the following scale:

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	2	3	4	5	6	7	8	9	10	11

☐ Display mannequins
☐ Trade journals/magazines
☐ Microscopes
☐ Fabric counter

☐ Adding machine
☐ Manual cash register
☐ Electric cash register

3) Student field experiences.

Field experiences vary with length of the program. Check the length of field experience you feel is necessary for one or more of the following programs. If the student works half-time for four weeks, mark the full-time equivalent of two weeks.

LENGTH OF PROGRAM	LENGTH OF FIELD EXPERIENCE				
	2 weeks	4 weeks	8 weeks	12 weeks	Other
12 month					
18 month					
24 month					

Your responses to this questionnaire will remain anonymous; coding numbers have been used to assist in follow-up activities. If you would like to receive a summary of the findings, please provide your name. Your identity will remain protected.

Thank you for your assistance.

Name ______________________________

Address ____________________________

____

Textiles and Clothing Program Standards Questionnaire

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Educators and Supervisory Personnel,

The Home Economics Education Department at Iowa State University is conducting a nation-wide study, entitled "Development of Standards for Textiles and Clothing Programs". This project is being funded by the Department of Health, Education, and Welfare. One purpose of the study is to verify a set of standards for textiles and clothing postsecondary programs which are related to staffing, student experiences, facilities, instructional resources, program evaluation, and student counseling. Hopefully these standards will provide assistance to educators in planning, developing, and evaluating programs.

The other purpose of the study involves competency validation in three textiles and clothing occupational clusters. Postsecondary instructors and business personnel in the respective areas have been asked to respond to questionnaires on competencies needed by employees to work in these occupational clusters. Each cluster includes several career options:

APPAREL SERVICES	FASHION DESIGN	WINDOW TREATMENT-DRAPERY SERVICES
Alterationist	Sample maker	Drapery maker
Tailor	Patternmaker	Drapery salesperson
Custom dressmaker	Assistant designer	

YOUR input is considered to be very important in the phase of the study pertaining to standards. You can tell us, as an experienced person in education, what you perceive as important guidelines for programs in the textiles and clothing area. A select group of postsecondary educators and home economics supervisory personnel are being asked to respond. Your responses as a group will be summarized and distributed to participants and state departments of education. It is hoped that this study will provide insight into what the group as a whole perceives as important guidelines for textiles and clothing postsecondary programs.

Time required to complete the form should be approximately 30 to 45 minutes. Please complete the enclosed form and return it in the postage-paid envelope by . The results will be mailed to you in late spring. Thank you for your assistance and prompt attention.

Sincerely,

Irene Beavers
Irene Beavers
Professor
Home Economics Education

Kathy Beery
Kathy Beery
Graduate Assistant
Home Economics Education

STANDARDS FOR POSTSECONDARY PROGRAMS IN TEXTILES AND CLOTHING

You are asked to decide which statements are important as standards or guidelines to be met in textiles and clothing postsecondary programs of the following types: Apparel Services, Window Treatment, and Fashion Design. The statements in Section I and II are general and could apply to all the programs. Section III covers items specifically related to the occupational cluster areas. In Section III, please respond to the areas where you feel qualified.

Responses made on this questionnaire will remain anonymous. If the questionnaire is completed by someone other than the person to whom it was addressed, please provide your name on the last page if you would like to receive a summary of results.

SECTION I

Directions: In this section decide if these statements would be important guidelines or standards for textiles and clothing postsecondary programs. Respond to each statement in the following manner:

If you believe the statement is VERY IMPORTANT, write 11 in the answer box.

If you believe the statement is NOT IMPORTANT, write 1 in the answer box.

If you are UNCERTAIN of the importance of the statement, write 6 in the answer box.

A response from 1-5 indicates the degree to which you find the statement not important.

A response from 7-11 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	2	3	4	5	6	7	8	9	10	11

Program - Instructional

1. A written statement of philosophy for vocational education is in harmony with the philosophy statement for the total school. 1. ☐
2. The program's annual and five-year plans, including goals, objectives, and activities, are on file in the department and with the administration. 2. ☐
3. Community resources, facilities, and industries are identified and utilized to enrich the quality of the instructional program. 3. ☐
4. The instructional program is reviewed and modified to comply with local, state, and federal manpower data. 4. ☐
5. Validated competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program 5. ☐
6. Lesson plans are developed that clearly state instructional objectives, activities, and resources to be used during instruction. 6. ☐
7. The instructional program includes courses in human relation skills and oral/written communication. 7. ☐
8. Provisions are made within the instructional program to accommodate students with special educational needs or learning deficiencies. 8. ☐
9. Instruction in safety is provided in advance of laboratory work. 9. ☐
10. Modern and technically accurate instructional materials and textbooks are utilized in the program. 10. ☐
11. The instructional program is articulated with similar local secondary, post-secondary, and four-year educational programs. 11. ☐
12. Student organizations, which provide an opportunity for leadership development, are an integral part of the program. 12. ☐
13. Test-out procedures are available for course work/competencies previously covered/mastered by students. 13. ☐

Supervised Field Experience

14. The teacher-coordinator, student, and employer cooperatively develop a formal training agreement. 14. ☐

15. The teacher-coordinator, student and employer cooperatively develop a formal training plan which includes competencies and activities to be acquired during the supervised field experience. 15. ☐

16. A written plan is utilized to select, develop, and evaluate training stations which will assist students in obtaining desired occupational competencies. 16. ☐

17. The teacher-coordinator provides effective coordination, supervision, and occupational guidance to students engaged in supervised field experience. 17. ☐

18. The teacher-coordinator and cooperating employers are jointly involved in supervising students during their field experience. 18. ☐

19. The teacher-coordinator who supervises student field experiences maintains records for evaluation and assistance in placement. 19. ☐

20. Students receive school credit for supervised field experiences. 20. ☐

21. During the field experience students maintain up-to-date logs pertaining to activities, accomplishments, problems, and paid income from the work. 21. ☐

22. Students participating in the supervised field experience are employed in accordance with all applicable federal and state labor laws. 22. ☐

23. Students receive wages during their supervised field experience. 23. ☐

Staffing

24. Instructors and teacher-coordinators possess the technical, professional and occupational competencies necessary to prepare students for entry-level employment or for advanced educational programs. 24. ☐

25. Instructors and teacher-coordinators are sensitive to the needs of students and can recognize and make provisions for individualization within the instructional program. 25. ☐

26. The instructional staff participates in professional development programs to improve teacher competencies. 26. ☐

27. Instructors and teacher-coordinators are actively involved in professional organizations. 27. ☐

28. Teacher-coordinators are employed on a twelve-month basis to provide continuous education and supervision of students during summer months. 28. ☐

29. Teacher-coordinators have at least one half-hour per student per week for supervising field experiences. 29. ☐

30. In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. 30. ☐

31. Job descriptions are on file for all department staff members. 31. ☐

32. The instructional staff has access to adequate secretarial services. 32. ☐

Facilities/Instructional Resources

33. Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy. 33. ☐

34. Facilities and equipment meet all current state and federal safety regulations. 34. ☐

35. The equipment provided for instructional purposes is comparable to that used in business and industry. 35. ☐

36. Provisions are made in the physical setting of the classroom and laboratory to accommodate students with physical handicaps. 36. ☐

37. The classroom and laboratory stations are functional and provide adequate space for the number of students enrolled. 37. ☐

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 2 3 4 5 6 7 8 9 10 11

38. The classroom and laboratory stations are maintained in an orderly, safe, and attractive condition. 38.

39. Supplies and equipment are stored in a systematic and safe manner. 39.

40. Maintenance and service records of all equipment are on file in the department office. 40.

41. Instructional materials and other resources frequently used for coursework are readily accessible to the students. 41.

42. Students have access to current trade journals and other publications pertaining to home economics, textiles and clothing, and business. 42.

43. Instructional media, including audio-visual aids, are adequate in number and variety and are maintained in good working order. 43.

Public Relations

44. The educational objectives, major activities, and accomplishments of the program are communicated through an effective public relations program to the faculty, students, parents, employers, advisory committee members, and the community. 44.

45. Instructors and teacher-coordinators establish and maintain cooperative working relations with leaders in related businesses, organizations, and agencies. 45.

46. The program instructors or placement officers contact prospective employers to gain information about labor needs. 46.

47. The advisory committee consists of representatives from business employers, community organizations, public educational institutions, and former students of the program. 47.

48. The advisory council assists in need determination, resource allocation, program promotion, and evaluation. 48.

49. Financial support, in terms of travel money, etc., is provided for members of the advisory committee. 49.

50. Operational procedures for the functioning of the advisory committee are identified by the staff using state and federal specifications as a guide. 50.

Recruitment/Counseling, Placement

51. Literature is made available which explains admission requirements, curricular offerings, transfer and degree requirements, and career opportunities. 51.

52. Instructors or special advisors assist students on a regular basis in appropriate course selection and career planning. 52.

53. Instructors refer students needing additional guidance to qualified school personnel. 53.

54. Student records contain current information on occupational objectives, supervised work experience, completed course work, recommendations for employment, and other necessary information. 54.

55. Instructors and placement officers inform students of employment possibilities, provide opportunities for students to meet with prospective employers, and suggest methods of pursuing employment. 55.

56. Files of placement and employment records are maintained. 56.

57. Literature and consultative services are made available to prospective students which provide a realistic outlook of occupational responsibilities and opportunities. 57.

Evaluation

58. Representatives of local, area, and state education agencies participate in planning the program of instruction and are informed of progress. 58.

59. Instructors, local administrators, and appropriate state education agency staff members meet at least 2-3 times a year to examine and evaluate the program. 59. ☐

60. Results obtained from program evaluations are used to promote, develop, and improve the instructional program. 60. ☐

61. Administrators, instructors, and advisory committee members continuously evaluate the program utilizing manpower data, enrollment figures, and follow-up data on former students. 61. ☐

62. Criterion statements are used to evaluate student competencies and achievements. 62. ☐

63. Courses within the program and the instructional staff are evaluated by students at the end of each term. 63. ☐

64. Instructors, administrators, or placement officers conduct follow-up surveys of former students to determine the effectiveness of the program. 64. ☐

65. Reasons for student drop-outs are determined through interviews or questionnaires and are used to revise the educational program. 65. ☐

SECTION II

Directions: The following items cover content areas where consensus was not found among the states. Check the response which you feel is most appropriate and realistic for a program, not necessarily the standard or guideline which currently exists in your state.

66. Instructors have completed course work in the following areas (check all which are needed):

☐ philosophy and practice of vocational education
☐ curriculum development
☐ human relations
☐ evaluation
☐ methods of teaching
☐ courses which relate to subjects taught

67. The advisory committee meets at least

☐ once a year
☐ twice a year
☐ monthly

68. Surveys of former students are conducted to determine their occupational and/or educational status on a

☐ 1 year basis
☐ 3 year basis
☐ 5 year basis

69. The teacher-coordinator visits students who are participating full-time in supervised field experiences at least

☐ monthly
☐ twice monthly
☐ every week

70. For a laboratory class, the student-instructor ratio does not exceed the following:

☐ 10 to 1
☐ 15 to 1
☐ 20 to 1
☐ 25 to 1
☐ 30 to 1

71. A full-time teacher-coordinator who only supervises field experiences has a maximum of

☐ 10-15 students
☐ 16-20 students
☐ 21-25 students
☐ 26-30 students
☐ 31 or more students

72. Competencies included in the instructional program are evaluated and revised

☐ annually
☐ every 2 years
☐ every 3 years

73. Instructors have the following number of class preparation periods

☐ one period per instructional day
☐ two periods per instructional day
☐ one period per course

SECTION III

Directions: Check the items where you feel qualified to respond.

1) Educational and work experience requirements for educators.

Currently there are varying educational and work experience requirements for faculty in post secondary programs. The purpose of this question is to gather some information pertaining to these requirements. Mark both educational and work experience requirements for the following program areas where you feel qualified to respond. Teachers and teacher-coordinators have been separated: 1) teachers are full-time instructors and 2) teacher-coordinators are instructors and supervisors of student field experiences. Check the responses that you feel are most appropriate, not necessarily the ones which currently exist in your state.

APPAREL SERVICES

TEACHERS

Work Experience

☐ Less than 1 year
☐ 1 year
☐ 1.5 years
☐ 2 years
☐ 2.5 years
☐ 3 years
☐ Other (specify)

Level of Education

☐ Less than A.A. or A.S.
☐ A.A. or A.S.
☐ B.A. or B.S.
☐ M.A. or M.S.

TEACHER-COORDINATORS

Work Experience

☐ Less than 1 year
☐ 1 year
☐ 1.5 years
☐ 2 years
☐ 2.5 years
☐ 3 years
☐ Other (specify)

Level of Education

☐ Less than A.A. or
☐ A.A. or A.S.
☐ B.A. or B.S.
☐ M.A. or M.S.

WINDOW TREATMENT AND DECORATIVE FURNISHINGS SERVICES (DRAPERIES)

TEACHERS

Work Experience

☐ Less than 1 year
☐ 1 year
☐ 1.5 years
☐ 2 years
☐ 2.5 years
☐ 3 years
☐ Other (specify)

Level of Education

☐ Less than A.A. or A.S.
☐ A.A. or A.S.
☐ B.A. or B.S.
☐ M.A. or M.S.

TEACHER-COORDINATORS

Work Experience

☐ Less than 1 year
☐ 1 year
☐ 1.5 years
☐ 2 years
☐ 2.5 years
☐ 3 years
☐ Other (specify)

Level of Education

☐ Less than A.A. or A
☐ A.A. or A.S.
☐ B.A. or B.S.
☐ M.A. or M.S.

FASHION DESIGN

TEACHERS

Work Experience

☐ Less than 1 year
☐ 1 year
☐ 1.5 years
☐ 2 years
☐ 2.5 years
☐ 3 years
☐ Other (specify)

Level of Education

☐ Less than A.A. or A.S.
☐ A.A. or A.S.
☐ B.A. or B.S.
☐ M.A. or M.S.

TEACHER-COORDINATORS

Work Experience

☐ Less than 1 year
☐ 1 year
☐ 1.5 years
☐ 2 years
☐ 2.5 years
☐ 3 years
☐ Other (specify)

Level of Education

☐ Less than A.A. or A.S.
☐ A.A. or A.S.
☐ B.A. or B.S.
☐ M.A. or M.S.

2) Equipment and facilities for the classroom.

The following is a list of types of equipment and facilities which are used for instructional purposes in the classroom. Assume this is a cooperative program (student participates in supervised field experiences). Rate each one according to how important you feel it is to actually have the equipment/facilities in the classroom or nearby in a study area. Respond to the areas where you feel qualified: AS (Apparel Services), WT (Window Treatment), and FD (Fashion Design). Use the following scale:

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	2	3	4	5	6	7	8	9	10	11

AS	WT	FD	
			Domestic sewing machines
			Industrial sewing machines
			Commercial pressing equipment
			Display mannequins/dress forms
			Trade journals/magazines

AS	WT	FD	
			Microscopes
			Fabric counters
			Simulated shop within the classroom
			Fitting rooms in the classroom

3) Student field experiences.

Field experiences vary with the type of program. For the following program area(s), check the length of student field experience you feel is necessary for a 12 month or a 24 month program. If the student works half-time for 4 weeks, you would check 2 weeks. Respond to the areas where you feel qualified.

APPAREL SERVICES

12 mo.	24 mo.	
		2 weeks
		4 weeks
		8 weeks
		12 weeks
		Other (specify)

WINDOW TREATMENT

12 mo.	24 mo.	
		2 weeks
		4 weeks
		8 weeks
		12 weeks
		Other (specify)

FASHION DESIGN

12 mo.	24 mo.	
		2 weeks
		4 weeks
		8 weeks
		12 weeks
		Other (specify)

Your responses to this questionnaire will remain anonymous; coding numbers have been used to assist in follow-up activities. If you would like to receive a summary of findings, please provide your name. Your identity will remain protected. Thank you for your assistance.

Name ______________________________

Address ____________________________

____

Appendix P:

Consent Letter for Fashion Merchandising Educators

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Fashion Merchandising Program Coordinator:

The Home Economics Education Department at Iowa State University is conducting a nationwide project entitled "Development of Standards for Textiles and Clothing Postsecondary Programs" under a grant from the Department of Health, Education and Welfare. The purposes of this project are: 1) to develop and validate student competencies necessary for Fashion Merchandising and other Textiles and Clothing occupations, and 2) to develop and validate program standards related to facilities, resources, planning and evaluation procedures, staffing and programming. The standards validated in the study will aid postsecondary educators in developing new programs and evaluating existing ones.

Fashion Merchandising programs are being included in this study regardless of whether they are in the home economics, distributive education, or business departments. Information on existing programs has been obtained through an initial questionnaire which you may have completed. This information was used to develop program standard statements which will be critiqued by postsecondary educators at a later date. At that time some program coordinators and state department of education personnel will be asked to respond to the standard statements.

One purpose of the study is to validate competencies needed for mid-management level positions in Fashion Merchandising. The opinions of both educators and employers are felt to be important when determining competencies needed for a particular occupation. A questionnaire pertaining to competencies needed by Fashion Merchandising graduates will be mailed this fall to program instructors and employers. The response format (rating scale) for these questionnaires will be relatively simple, requiring approximately thirty minutes for completion.

In return for your cooperation, a final report of the study will be provided which will include a list of competencies for Fashion Merchandising and other Textiles and Clothing areas that were deemed important by educators and business personnel; a list of program standards for these same career clusters will also be included. It is hoped that these materials will provide assistance to educators in curriculum development and evaluation.

On the enclosed yellow sheet PLEASE CHECK whether or not you will participate in the study. If there is a program coordinator and one or more instructors, please provide this additional information. Hopefully different persons can respond to the competency questionnaires and the program standards questionnaire and distribute the participation among staff members.

As previously mentioned, business personnel will be asked to participate in the study. Because it is difficult to obtain cooperation from business personnel unless they are especially interested, we welcome suggestions of employers who have been involved with your educational program. It is assumed that these persons have more interest in the educational institutions in the local area and will cooperate.

ON THE ENCLOSED YELLOW SHEET, please fill in the names of TWO employers who have either cooperated with your program or who have hired former graduates for merchandising positions. A business reply envelope has been provided for return mail.

Postsecondary educators and state department of education personnel have been very supportive of this project and have indicated a need for the competency and program standards materials. We hope that you will also acknowledge the importance of this project. YOUR COOPERATION WILL BE GREATLY APPRECIATED! If you have any questions about the project or your role as a participant, please feel free to contact:

Dr. Irene Beavers
Project Director
Home Economics Education
Iowa State University
Ames, IA 50011
(Ph. 515-294-3991)

Kathleen Beery
Research Assistant
Home Economics Education
Iowa State University
Ames, IA 50011
(Ph. 515-294-4757)

Sincerely yours,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

IB:cn

150

Please fill in the following information and return in the business reply envelope

WE WILL PARTICIPATE IN THE STUDY. (circle one) YES NO

Program coordinator's name______________________________
Instructors' names______________________________
____
Department______________________________
School/city/state/zipcode______________________________
____
Telephone______________________________

MERCHANDISING PERSONNEL--those who have cooperated with the program or have hired former graduates

1. Name______________________________
   Name of business______________________________
   Address______________________________
   City/state/zipcode______________________________
   Phone______________________________
   Type of business---apparel specialty_____
   ---department store_____
   ---fabric store_____
   ---other (specify)_____

2. Name______________________________
   Name of business______________________________
   Address______________________________
   City/state/zipcode______________________________
   Phone______________________________
   Type of business---apparel specialty_____
   ---department store_____
   ---fabric store_____
   ---other (specify)_____

Consent Letter for Fashion Design, Apparel Services, and Window Treatment Services

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

OWA STATE
UNIVERSITY

Telephone 515-294-6444

Dear Textiles and Clothing Program Coordinator:

The Home Economics Education Department at Iowa State University is conducting a nationwide project entitled "Development of Standards for Textiles and Clothing Postsecondary Programs" under a grant from the Department of Health, Education, and Welfare. One purpose of the study is to validate competencies needed for entry level careers in the following textiles and clothing clusters: Apparel Services, Home Furnishings Services, Fashion Design, and Fashion Merchandising. Another purpose is to validate program standards related to facilities, resources, planning and evaluation, staffing, and programming. It is hoped that these standards will aid postsecondary educators in developing new programs and evaluating existing ones.

Information on the numbers and description of postsecondary programs was obtained from an initial questionnaire and through telephone contact with the schools. The titles of programs were numerous and varied: Apparel Arts, Apparel Services, Fabrics and Notions, Fashion/Apparel Design, Fashion Merchandising, Alterations, and Textiles and Clothing. A clustering technique was utilized to group these programs into manageable units, to alleviate the ambiguity of program titles, and to facilitate participants who complete the questionnaire. A major benefit of using career clusters is that students will have greater flexibility in occupational choices and more opportunity for advancement. Due to time and funding restraints, four priority occupational areas were selected based on the opinions of the advisory council, information on the initial questionnaire, predicted employment trends, and contact with a sample of textiles and clothing educators. The career clusters and accompanying career options are as follows:

APPAREL SERVICES
- --custom dressmaker
- --tailor
- --fitter
- --alterationist

HOME FURNISHINGS SERVICES
- --window treatment specialist-custom drapery worker
- --home accessories seamster
- --drapery and carpet sales

FASHION DESIGN
- --pattern maker/grader
- --sample maker
- --assistant to designer

FASHION MERCHANDISING
- --assistant buyer
- --department manager
- --fashion coordinator

(Information on Apparel Services, Home Furnishings Services, and Fashion Design is being sought in this letter; Fashion Merchandising program coordinators were sent separate letters.)

Program information obtained on the initial questionnaire was used to develop program standard statements which will be critiqued by postsecondary educators at a later date. At that point, some program coordinators and state department of education personnel will be asked to respond to the standard statements.

The competency questionnaires will be mailed this fall to program instructors and employers. The opinions of both educators and employers are felt to be important when determining competencies needed for a particular occupation. The response format (rating scale) for the questionnaires will be relatively simple requiring approximately thirty minutes for completion. In return for your cooperation, a final report of the study will be provided which will include a list of competencies for all the textiles and clothing related areas that were deemed important by educators and business personnel; a list of program standards for these same career clusters will also be included. We hope that these materials will provide you with assistance in curriculum development and evaluation.

On the enclosed blue sheet PLEASE CHECK whether or not you will participate in the study. If you have a varied program with a coordinator and more than one instructor, please list their names and course/program responsibility (i.e. alterations, draperymaking, design, etc.). This will assure that the proper questionnaire will be mailed according to the instructor's expertise; hopefully, different persons can respond to the competency questionnaire and distribute the participation among staff members.

As previously mentioned, business personnel will be asked to participate in the study. Because it is difficult to obtain cooperation from business unless they are especially interested, we would welcome suggestions of employers who have been involved with your program or have hired former graduates. This group would also include persons who are now self-employed. ON THE ENCLOSED BLUE SHEET, pleasefill in the names of two employers or self-employed persons in the career cluster which has been designated. If you are unable to provide names in this designated area, please provide information on an employer in one of the alternative categories.

Postsecondary educators and state department of education personnel have been very supportive of this project and have indicated a need for the competency and program standards materials. We hope that you will also acknowledge the importance of this project. YOUR COOPERATION WILL BE GREATLY APPRECIATED!! If you have any questions about the project or your role as a participant, please feel free to contact:

Dr. Irene Beavers
Project Director
Home Economics Education
Iowa State University
Ames, Iowa 50011
(Ph. 515-294-3991)

Kathleen Beery
Research Assistant
Home Economics Education
Iowa State University
Ames, Iowa 50011
(Ph. 515-294-4757)

Sincerely yours,

Irene Beavers

Irene Beavers

Kathleen Beery

Kathleen Beery

Please fill in the following information and return in the business reply envelope

---

WE WILL PARTICIPATE IN THE STUDY. (circle one) YES NO

Program coordinator's name____________________

Department____________________ Phone____________

Instructor's name/Course responsibility____________________

____

Instructor's name/Course responsibility____________________

____

School/City/State/Zip____________________

____

BUSINESS PERSONNEL NAMES

The following is a list of career clusters and options. From prior information we assume that you prepare students for some of the following occupations. Please provide us with two names of business personnel or self-employed persons for those categories which are checked. If two categories are checked, provide one name for each one. If it is not possible to provide names in the category we have designated, please give us names for an alternative one.

- - APPAREL SERVICES
  - custom dressmaker
  - tailor
  - fitter
  - alterationist

____HOME FURNISHINGS SERVICES
  - custom drapery worker
  - home accessories seamster
  - drapery and carpet sales

____FASHION DESIGN
  - pattern maker/grader
  - sample maker
  - assistant to designer

1. Name____________________

   Name of business____________________

   Address____________________

   City/State/Zip____________________

   Phone____________________

   Type of business or occupation according to specified categories____________________

2. Name____________________

   Name of business____________________

   Address____________________

   City/State/Zip____________________

   Phone____________________

   Type of business or occupation according to specified categories____________________

Appendix R:

Follow-up Letter and Postcard for the Consent Letter

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

June 20, 1978

Dear Program Coordinator:

In the last weeks of May we mailed you a letter requesting your cooperation on a study pertaining to standards for textiles and clothing programs at the postsecondary level.

If you have returned the letter, we appreciate your response. If not, we need YOUR consent to participate in the study. The opinions of educators who coordinate the representative programs will assure findings relevant to the field. We also hope that the resulting materials from the project will be helpful to you in curriculum planning and evaluation. Please check and return this accompanying postcard as soon as possible.

Sincerely,

Irene Beavers

Irene Beavers
Home Economics Education
Iowa State University

Name of coordinator____

School address____

____

___I have already mailed the consent letter.

___Today I am getting it in the mail.

___Something happened to my letter. Please send another.

___We will not participate.

___The coordinator is on summer vacation.
His/Her summer address is:

____

____

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Appendix 3:

Competency Questionnaires for Fashion Design, Apparel Services, and Window Treatment Services Business Personnel

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Employers and Employees in Fashion Design:

The Home Economics Education Department at Iowa State University is conducting a nationwide study, entitled "Development of Standards for Textiles and Clothing Postsecondary Programs", under a grant from the Department of Health, Education, and Welfare. One purpose of the study is to verify the knowledges, skills, and attitudes (competencies) that are needed for entry level careers in fashion design, which include the occupations of assistant designer, patternmaker, and sample maker. Hopefully, the results of this study will help community and technical colleges to plan, develop, and evaluate programs in the fashion design area.

YOUR input is considered to be very important in this study because YOU can tell us as an experienced employee or employer what is expected of future employees in the fashion design area. Your responses will help provide information which will be distributed to schools nationally. Time required to complete the form should be approximately 25 minutes.

Please complete the enclosed questionnaire and return it in the postage-paid envelope by November 13. If you have any questions, feel free to call Dr. Irene Beavers (515-294-1234) or Kathy Beery (515-294-4757). If the results of this study will in any way help you in the process of interviewing potential employees or in developing training plans for new employees, we will be glad to send you a copy of the findings. On the last page check the box indicating that you would like to receive a copy of the results. Thank you for your prompt attention.

Sincerely,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Kathy Beery

Kathy Beery
Graduate Assistant
Home Economics Education

COMPETENCIES (KNOWLEDGES, SKILLS, AND ATTITUDES) FOR FASHION DESIGN WORKERS

The following competency statements may be essential to entry-level occupations in Fashion Design, Apparel Services, or Window Treatment and Decorative Furnishings Services. Competencies are knowledges, skills, or attitudes needed to accomplish specific jobs or tasks within an occupation.

You are asked to decide which competencies would be important for a student in order to work in the fashion design occupational cluster. The entry-level jobs in the fashion design occupational cluster have been designated as: assistant designer, sample maker, and patternmaker. The cluster approach has been used so that the students will be trained for a variety of jobs.

You are asked to decide which competencies would be important for a student to achieve in order to work in any of the three occupations (assistant designer, sample maker, and patternmaker). Remember that some of the statements may deal entirely with other occupations in apparel services or window treatment services; these would be rated as unimportant. Respond to each statement in the following manner:

> If you believe the statement is VERY IMPORTANT, write 99 in the answer box.
>
> If you believe the statement is NOT IMPORTANT, write 1 in the answer box.
>
> If you are UNCERTAIN of the importance of the statement, write 50 in the answer box.
>
> A response from 1-49 indicates the degree to which you find the statement not important.
>
> A response from 51-99 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	10	20	30	40	50	60	70	80	90	99

You may want to scan the entire list of statements prior to responding.

EXAMPLE:

The entry-level worker in fashion design will be able to . . .

-Choose notions which are appropriate for the fabric A. 85

-Design and construct slipcovers B. 1

The entry-level worker will be able to . . .

-Choose appropriate fabric for apparel designs and figure types 1.____

-Advise customers in selection of becoming design lines for the particular figure types 2.____

-Analyze the different factors in the manufacturing process that could affect the quality and the cost of a garment 3.____

-Analyze the development of the body to understand sizing and the principles of grading 4.____

-Design and construct pillows, bolsters, bedspreads, and slipcovers 5.____

-Analyze the effect of yarn construction on the end use, wearing properties, care procedures, appearance, hand of the fabric, and sewing techniques 6.____

-Use the elements of design and apply the principles of design in illustrating and designing apparel 7.____

-Grade patterns up and down a range of sizes with accuracy while maintaining the proper fit and design 8.____

-Display positive attitudes toward employer-employee relationships 9.____

-Prepare a tag indicating alteration procedures/instructions and mark the garment using standardized symbols to specify the proper alterations 10.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, and collar variations and pants by the flat pattern procedure 11.____

-Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner 12.____

-Construct lined and unlined draperies, valances, cornices, shades, curtains, and sheer draperies 13.____

-Alter men's and boys' jacket collars to correct fit by shrinking, lowering, raising, and shortening 14.____

-Illustrate various fabrics and design details accurately for a work room sketch 15.____

-Explain the function of the fashion market and its nature 16.____

-Interpret how the prevalent social, economic, and political conditions of a period have influenced the evolution of costume 17.____

-Pin fit muslin, paper pattern, or fabric to various types of furniture 18.____

-Interpret customer's ideas and fabric choices into designs which meet potential customer's desires 19.____

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	10	20	30	40	50	60	70	80	90	99

The entry-level worker will be able to . . .

-Identify how to organize a small business: licensing, sales tax, insurance, and financial resources required 20. ____

-Explain the marketing methods, policies, and procedures utilized by apparel manufacturers 21. ____

-Evaluate finished product for quality and for customer's intended end use 22. ____

-Appreciate the importance of reading fashion industry journals and periodicals 23. ____

-Alter men's and boys' trousers to correct for improper fit by adjusting the crotch, inseam, seat, waist, cuff, and hems; by tapering trouser legs 24. ____

-Write and interpret information found on work orders 25. ____

-Adjust bust dart placement, shape, and length and princess line seaming to better conform to the bust shape and position 26. ____

-Apply interfacing, lining, interlining, and backing to garments using the appropriate techniques 27. ____

-Appreciate the importance of maintaining accurate customer and business records 28. ____

-Determine the appropriate window treatment for different window types and measure for them 29. ____

-Analyze current fashion trends and predict future trends 30. ____

-Shorten or lengthen the sleeves and hems of men's, women's and children's garments 31. ____

-Repair, alter, or remake draperies and slipcovers 32. ____

-Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance and hand of the fabric 33. ____

-Alter the crotch, side seams, and waistline of women's and girls' pants to correct for improper fit 34. ____

-Demonstrate qualities of personality that will be helpful when working with customers 35. ____

-Advise customers on suitable fabric for the style of window, furniture, or decor 36. ____

The entry-level worker will be able to . . .

-Analyze fabric type and garment style to determine appropriate seam and hand stitches 37. ____

-Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with other employees 38. ____

-Describe and recognize fitting problems related to customers of different ages, figure types, and physical disabilities 39. ____

-Analyze the fabric design and determine the length needed to match design and the proper techniques for cutting and straightening the grain 40. ____

-Write brief and clear sewing, cutting, and layout directions 41. ____

-Choose the appropriate hardware and mount the hardware and window treatments to the satisfaction of the customers 42. ____

-Exhibit communication skills needed to secure a job: job interviewing, preparation of resume', and completion of application forms 43. ____

-Determine the appropriate method to correct a ready-to-wear garment for improper fit due to figure variations 44. ____

-Shape and insert padding in a tailored garment to correct for figure irregularities 45. ____

-Change the slope and/or length of the shoulder in women's and girls' garments to correct for improper fit through front and back shoulder area 46. ____

-Determine the number and spacing of pleats; form the pleats and stitch properly 47. ____

-Judge good lines and shapes in garment designs 48. ____

-Comprehend the dyeing, printing, and finishing processes applied to textiles products 49. ____

-Analyze the economic, population, and climatic factors which influence the consumer fashion demand 50. ____

-Manage time, energy, and resources by using an efficient arrangement of the work area 51. ____

-Adjust placement and shape of a sleeve to correct for improper fit 52. ____

-Explain the general structure of the apparel industry: mass cutting, industrial sewing, finishing, and distribution 53. ____

-Perfect a pattern; mark and label the pattern correctly 54. ____

-Attach buckram or crinoline and linings to draperies 55. ____

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

The entry-level worker will be able to . . .

-Adjust the width and length of a bodice of skirt in women's and girls' garments to correct for improper fit in the waist, midriff, bust, and hip area 56.____

-Insert zippers of different types by various methods 57.____

-Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics 58.____

-Use the elements of design and apply the principles of design in creating window treatments and decorative furnishings 59.____

-Repair and replace zippers, pockets, buttonholes, belt loops, and linings in ready-made garments if advisable 60.____

-Select suitable fabric and notions for the apparel design 61.____

-Use pressing equipment properly and efficiently to press and mold during the different stages of the construction process 62.____

-Analyze when to use and where to place weights in drapery panels and place weights properly if necessary 63.____

-Exhibit the ability to design contemporary apparel utilizing inspirations from history of art and costume 64.____

-Evaluate the fit of a sample garment and make the appropriate adjustments 65.____

-Tape the lapel area, pad stitch the collar/lapel area, and apply interfacing either by hand, machine, or fusing 66.____

-Comprehend the major methods of fiber and yarn manufacturing and fabric construction 67.____

-Interpret the federal laws and regulations as they apply to fabrics 68.____

-Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric 69.____

-Maintain design lines while adapting a pattern or altering a garment; or restyle design lines if necessary for proper fit 70.____

-Alter men's and boys' jackets to correct for improper fit in the shoulder area and through the blades 71.____

-Calculate the cost of a garment or alterations performed based on materials and labor 72.____

The entry-level worker will be able to . . .

-Evaluate the fit of a garment on a customer taking into account the customer's standards and wishes for a proper fit and pin fit or mark the necessary changes 73.____

-Alter necklines and placement of collars on women's and girls' garments to correct fit around the neck 74.____

-Determine the proper interfacing, lining, interlining, and backing according to the weight, color, stretch, and care requirements of a fabric 75.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by the drafting procedure 76.____

-Exhibit basic salesmanship techniques and procedures in the selling of merchandise 77.____

-Analyze the effect of dyeing, printing, and finishing methods used on fabrics in relation to the end use, wearing properties, care procedures, appearance, and hand of the fabric 78.____

-Perform the basic sewing skills in assembling and finishing a garment and on garment details 79.____

-Illustrate a fashion figure, utilizing different poses of a woman, man or child with speed, flair, and accuracy 80.____

-Alter a commercial pattern to develop a new design or to adjust the pattern for figure irregularities 81.____

-Locate potential job opportunities based on competencies achieved in the textiles and clothing occupational area 82.____

-Make purchasing decisions based on an understanding of consumer behavior 83.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by draping 84.____

-Take accurate measurements on a customer 85.____

-Determine the amount of fabric, trim, and notions needed and calculate the cost from the measurements, type of fabric, work specifications and labor cost 86.____

-Aware of current leading designers 87.____

-Explain the theory of color and its application to apparel design 88.____

Please complete the demographic
characteristics on the next page

DEMOGRAPHIC CHARACTERISTICS

Check all that apply.

Sex
- Male.................... ☐
- Female.................. ☐

Age
- 30 or under............. ☐
- 31-40................... ☐
- 41-50................... ☐
- 51-60................... ☐
- 61 or over.............. ☐

Have workers who have been trained in a one-two year occupational training program been employed where you work?
- Yes....... ☐
- No........ ☐

Total number of years experience in your occupation
- 1 year or less.............. ☐
- 2-5 years................... ☐
- 6-10 years.................. ☐
- 11 or more.................. ☐

Title of your job ____________________

I would like to receive a copy of the results.................. ☐

Please provide your name if you wish to receive a copy of the results.

____

Please check that you have responded to every item.

Thank you for your help. Your response will aid the validation of competencies needed by students entering the different occupational areas.

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515 294 [illegible]

Dear Employers and Employees in Apparel Services:

The Home Economics Education Department at Iowa State University is conducting a nationwide study, entitled "Development of Standards for Textiles and Clothing Postsecondary Programs", under a grant from the Department of Health, Education, and Welfare. One purpose of the study is to verify the knowledges, skills, and attitudes (competencies) that are needed for entry level careers in apparel services, which include the occupations of alterations, dressmaking, and tailoring. Hopefully, the results of this study will help community and technical colleges to plan, develop, and evaluate programs in the apparel services areas.

YOUR input is considered to be very important in this study, because YOU can tell us as an employer or experienced employee what is expected of future employees in the apparel services occupations. Your responses will help provide information which will be distributed to schools nationally. Time required to complete the form should be approximately 25 minutes.

Please complete the enclosed questionnaire and return it in the postage-paid envelope by   . If you have any questions, feel free to call Dr. Irene Beavers (515-294-1234) or Kathy Beery (515-294-4757). If the results of this study will in any way help you in the process of interviewing potential employees or in developing training plans for new employees, we will be glad to send you a copy of the findings. On the last page check the box indicating that you would like to receive a copy of the results. Thank you for your prompt attention.

Sincerely,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Kathy Beery

Kathy Beery
Graduate Assistant
Home Economics Education

COMPETENCIES (KNOWLEDGES, SKILLS, AND ATTITUDES) FOR APPAREL SERVICES WORKERS

The following competency statements may be essential to entry-level occupations in Window Treatment and Decorative Furnishings Services, Apparel Services, or Fashion Design. Competencies are knowledges, skills, or attitudes needed to accomplish specific jobs or tasks within an occupation.

You are asked to decide which competencies would be important for a student in order to work in the apparel services occupational cluster. The entry-level jobs in the apparel services occupational cluster have been designated as: alterations, dressmaking, and tailoring. The cluster approach has been used so that the students will be trained for a variety of jobs.

You are asked to decide which competencies would be important for a student to achieve in order to work in any of the three occupations (alterations, dressmaking, and tailoring). Remember that some of the statements may deal entirely with other occupations in fashion design or window treatment services; these would be rated as unimportant. Respond to each statement in the following manner:

If you believe the statement is VERY IMPORTANT, write 99 in the answer box.

If you believe the statement is NOT IMPORTANT, write 1 in the answer box.

If you are UNCERTAIN of the importance of the statement, write 50 in the answer box.

A response from 1-49 indicates the degree to which you find the statement not important.

A response from 51-99 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

You may want to scan the entire list of statements prior to responding.

EXAMPLE:

The entry-level worker in apparel services will be able to . . .

-Choose notions which are appropriate for the fabric A. 85

-Design and construct slipcovers B. 1

The entry-level worker will be able to . . .

-Choose appropriate fabric for apparel designs and figure types 1. ___

-Advise customers in selection of becoming design lines for the particular figure types 2. ___

-Analyze the different factors in the manufacturing process that could affect the quality and the cost of a garment 3. ___

-Analyze the development of the body to understand sizing and the principles of grading 4. ___

-Design and construct pillows, bolsters, bedspreads, and slipcovers 5. ___

-Analyze the effect of yarn construction on the end use, wearing properties, care procedures, appearance, hand of the fabric, and sewing techniques 6. ___

-Use the elements of design and apply the principles of design in illustrating and designing apparel 7. ___

-Grade patterns up and down a range of sizes with accuracy while maintaining the proper fit and design 8. ___

-Display positive attitudes toward employer-employee relationships 9. ___

-Prepare a tag indicating alteration procedures/instructions and mark the garment using standardized symbols to specify the proper alterations 10. ___

-Develop a pattern for bodices, skirts, shifts, sleeve variations, and collar variations and pants by the flat pattern procedure 11. ___

-Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner 12. ___

-Construct lined and unlined draperies, valances, cornices, shades, curtains, and sheer draperies 13. ___

-Alter men's and boys' jacket collars to correct fit by shrinking, lowering, raising, and shortening 14. ___

-Illustrate various fabrics and design details accurately for a work room sketch 15. ___

-Explain the function of the fashion market and its nature 16. ___

-Interpret how the prevalent social, economic, and political conditions of a period have influenced the evolution of costume 17. ___

-Pin fit muslin, paper pattern, or fabric to various types of furniture 18. ___

-Interpret customer's ideas and fabric choices into designs which meet potential customer's desires 19. ___

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

The entry-level worker will be able to . . .

-Identify how to organize a small business: licensing, sales tax, insurance, and financial resources required 20. ____

-Explain the marketing methods, policies, and procedures utilized by apparel manufacturers 21. ____

-Evaluate finished product for quality and for customer's intended end use 22. ____

-Appreciate the importance of reading fashion industry journals and periodicals 23. ____

-Alter men's and boys' trousers to correct for improper fit by adjusting the crotch, inseam, seat, waist, cuff, and hems; by tapering trouser legs 24. ____

-Write and interpret information found on work orders 25. ____

-Adjust bust dart placement, shape, and length and princess line seaming to better conform to the bust shape and position 26. ____

-Apply interfacing, lining, interlining, and backing to garments using the appropriate techniques 27. ____

-Appreciate the importance of maintaining accurate customer and business records 28. ____

-Determine the appropriate window treatment for different window types and measure for them 29. ____

-Analyze current fashion trends and predict future trends 30. ____

-Shorten or lengthen the sleeves and hems of men's, women's and children's garments 31. ____

-Repair, alter, or remake draperies and slipcovers 32. ____

-Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance and hand of the fabric 33. ____

-Alter the crotch, side seams, and waistline of women's and girls' pants to correct for improper fit 34. ____

-Demonstrate qualities of personality that will be helpful when working with customers 35. ____

-Advise customers on suitable fabric for the style of window, furniture, or decor 36. ____

The entry-level worker will be able to . . .

- Analyze fabric type and garment style to determine appropriate seam and hand stitches 37. ____
- Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with other employees 38. ____
- Describe and recognize fitting problems related to customers of different ages, figure types, and physical disabilities 39. ____
- Analyze the fabric design and determine the length needed to match design and the proper techniques for cutting and straightening the grain 40. ____
- Write brief and clear sewing, cutting, and layout directions 41. ____
- Choose the appropriate hardware and mount the hardware and window treatments to the satisfaction of the customers 42. ____
- Exhibit communication skills needed to secure a job: job interviewing, preparation of resume', and completion of application forms 43. ____
- Determine the appropriate method to correct a ready-to-wear garment for improper fit due to figure variations 44. ____
- Shape and insert padding in a tailored garment to correct figure irregularities 45. ____
- Change the slope and/or length of the shoulder in women's and girls' garments to correct for improper fit through front and back shoulder area 46. ____
- Determine the number and spacing of pleats, form the pleats and stitch properly 47. ____
- Judge good lines and shapes in garment designs 48. ____
- Comprehend the dyeing, printing, and finishing processes applied to textiles products 49. ____
- Analyze the economic, population, and climatic factors which influence the consumer fashion demand 50. ____
- Manage time, energy, and resources by using an efficient arrangement of the work area 51. ____
- Adjust placement and shape of a sleeve to correct for improper fit 52. ____
- Explain the general structure of the apparel industry: mass cutting, industrial sewing, finishing, and distribution 53. ____
- Perfect a pattern; mark and label the pattern correctly 54. ____
- Attach buckram or crinoline and linings to draperies 55. ____

NOT IMPORTANT | UNCERTAIN | VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

The entry-level worker will be able to . . .

-Adjust the width and length of a bodice of skirt in women's and girls' garments to correct for improper fit in the waist, midriff, bust, and hip area 56. ____

-Insert zippers of different types by various methods 57. ____

-Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics 58. ____

-Use the elements of design and apply the principles of design in creating window treatments and decorative furnishings 59. ____

-Repair and replace zippers, pockets, buttonholes, belt loops, and linings in ready-made garments if advisable 60. ____

-Select suitable fabric and notions for the apparel design 61. ____

-Use pressing equipment properly and efficiently to press and mold during the different stages of the construction process 62. ____

-Analyze when to use and where to place weights in drapery panels and place weights properly if necessary 63. ____

-Exhibit the ability to design contemporary apparel utilizing inspirations from history of art and costume 64. ____

-Evaluate the fit of a sample garment and make the appropriate adjustments 65. ____

-Tape the lapel area, pad stitch the collar/lapel area, and apply interfacing either by hand, machine, or fusing 66. ____

-Comprehend the major methods of fiber and yarn manufacturing and fabric construction 67. ____

-Interpret the federal laws and regulations as they apply to fabrics 68. ____

-Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric 69. ____

-Maintain design lines while adapting a pattern or altering a garment, or restyle design lines if necessary for proper fit 70. ____

-Alter men's and boys' jackets to correct for improper fit in the shoulder area and through the blades 71. ____

-Calculate the cost of a garment or alterations performed based on materials and labor 72. ____

The entry-level worker will be able to . . .

-Evaluate the fit of a garment on a customer taking into account the customer's standards and wishes for a proper fit and pin fit or mark the necessary changes 73.____

-Alter necklines and placement of collars on women's and girls' garments to correct fit around the neck 74.____

-Determine the proper interfacing, lining, interlining, and backing according to the weight, color, stretch, and care requirements of a fabric 75.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by the drafting procedure 76.____

-Exhibit basic salesmanship techniques and procedures in the selling of merchandise 77.____

-Analyze the effect of dyeing, printing, and finishing methods used on fabrics in relation to the end use, wearing properties, care procedures, appearance, and hand of the fabric 78.____

-Perform the basic sewing skills in assembling and finishing a garment and on garment details 79.____

-Illustrate a fashion figure, utilizing different poses of a woman, man or child with speed, flair, and accuracy 80.____

-Alter a commercial pattern to develop a new design or to adjust the pattern for figure irregularities 81.____

-Locate potential job opportunities based on competencies achieved in the textiles and clothing occupational area 82.____

-Make purchasing decisions based on an understanding of consumer behavior 83.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by draping 84.____

-Take accurate measurements on a customer 85.____

-Determine the amount of fabric, trim, and notions needed and calculate the cost from the measurements, type of fabric, work specifications and labor cost 86.____

-Aware of current leading designers 87.____

-Explain the theory of color and its application to apparel design 88.____

Please complete the demographic characteristics on the next page

DEMOGRAPHIC CHARACTERISTICS

Check all that apply.

Sex
- Male ☐
- Female ☐

Age
- 30 or under ☐
- 31-40 ☐
- 41-50 ☐
- 51-60 ☐
- 61 or over ☐

Have workers who have been trained in a one-two year occupational training program been employed where you work?
- Yes ☐
- No ☐

Total number of years experience in your occupation
- 1 year or less ☐
- 2-5 years ☐
- 6-10 years ☐
- 11 or more ☐

Title of your job ____________________

____

I would like to receive a copy of the results ☐

Please provide your name if you wish to receive a copy of the results.

____

Please check that you have responded to every item.

Thank you for your help. Your response will aid the validation of competencies needed by students entering the different occupational areas.

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Employers and Employees in Window Treatment-Drapery Services:

The Home Economics Education Department at Iowa State University is conducting a nationwide study entitled "Development of Standards for Textiles and Clothing Postsecondary Programs", under a grant from the Department of Health, Education, and Welfare. One purpose of the study is to verify the skills, knowledges, and attitudes (competencies) that are needed for entry-level careers in window treatment-drapery services, which include the occupations of drapery maker, drapery sales person, and home accessories sewer. Hopefully, the results of this study will help community and technical colleges to plan, develop, and evaluate programs in the window treatment services area.

YOUR input is considered to be very important in this study, because YOU can tell us as an employer or employee what is expected of future employees in the window treatment occupations. Your responses will help provide information which will be distributed to schools nationally. Time required to complete the form should be approximately 25 minutes.

Please complete the enclosed questionnaire and return it in the postage-paid envelope by November 13. If you have any questions, feel free to call Dr. Irene Beavers (515-294-1234) or Kathy Beery (515-294-4757). If the results of this study will in any way help you in the process of interviewing potential employees or in developing training plans for new employees, we will be glad to send you a copy of the findings. On the last page check the box indicating that you would like to receive a copy of the results. Thank you for your prompt attention.

Sincerely,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Kathy Beery

Kathy Beery
Graduate Assistant
Home Economics Education

COMPETENCIES (KNOWLEDGES, SKILLS, AND ATTITUDES) FOR WINDOW TREATMENT AND DECORATIVE FURNISHINGS SERVICES

The following competency statements may be essential to entry-level occupations in Window Treatment and Decorative Furnishings Services, Apparel Services, or Fashion Design. Competencies are knowledges, skills, or attitudes needed to accomplish specific jobs or tasks within an occupation.

You are asked to decide which competencies would be important for a student in order to work in the window treatment occupational cluster. The entry-level jobs in the window treatment cluster have been designated as: drapery maker, drapery sales person, and home accessories sewer (pillows, slipcovers, etc.). The cluster approach has been used so that the students will be trained for a variety of jobs.

You are asked to decide which competencies would be important for a student to achieve in order to work in any of the three occupations (drapery maker, drapery sales, accessories sewer). Remember that some of the statements may deal entirely with other occupations in apparel services and fashion design; these would be rated as not important. Respond to each statement in the following manner.

If you believe the statement is VERY IMPORTANT, write 99 in the answer box.

If you believe the statement is NOT IMPORTANT, write 1 in the answer box.

If you are UNCERTAIN of the importance of the statement, write 50 in the answer box.

A response from 1-49 indicates the degree to which you find the statement not important.

A response from 51-99 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

You may want to scan the entire list of statements prior to responding.

EXAMPLE:

The entry-level worker in window treatment services will be able to . . .

-Choose notions which are appropriate for the fabric A. 85

-Tape or pad stitch the collar or lapel area of a jacket B. 1

The entry-level worker will be able to . . .

-Choose appropriate fabric for apparel designs and figure types 1.____

-Advise customers in selection of becoming design lines for the particular figure types 2.____

-Analyze the different factors in the manufacturing process that could affect the quality and the cost of a garment 3.____

-Analyze the development of the body to understand sizing and the principles of grading 4.____

-Design and construct pillows, bolsters, bedspreads, and slipcovers 5.____

-Analyze the effect of yarn construction on the end use, wearing properties, care procedures, appearance, hand of the fabric, and sewing techniques 6.____

-Use the elements of design and apply the principles of design in illustrating and designing apparel 7.____

-Grade patterns up and down a range of sizes with accuracy while maintaining the proper fit and design 8.____

-Display positive attitudes toward employer-employee relationships 9.____

-Prepare a tag indicating alteration procedures/instructions and mark the garment using standardized symbols to specify the proper alterations 10.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, and collar variations and pants by the flat pattern procedure 11.____

-Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner 12.____

-Construct lined and unlined draperies, valances, cornices, shades, curtains, and sheer draperies 13.____

-Alter men's and boys' jacket collars to correct fit by shrinking, lowering, raising, and shortening 14.____

-Illustrate various fabrics and design details accurately for a work room sketch 15.____

-Explain the function of the fashion market and its nature 16.____

-Interpret how the prevalent social, economic, and political conditions of a period have influenced the evolution of costume 17.____

-Pin fit muslin, paper pattern, or fabric to various types of furniture 18.____

-Interpret customer's ideas and fabric choices into designs which meet potential customer's desires 19.____

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

The entry-level worker will be able to . . .

-Identify how to organize a small business: licensing, sales tax, insurance, and financial resources required 20.____

-Explain the marketing methods, policies, and procedures utilized by apparel manufacturers 21.____

-Evaluate finished product for quality and for customer's intended end use 22.____

-Appreciate the importance of reading fashion industry journals and periodicals 23.____

-Alter men's and boys' trousers to correct for improper fit by adjusting the crotch, inseam, seat, waist, cuff, and hems; by tapering trouser legs 24.____

-Write and interpret information found on work orders 25.____

-Adjust bust dart placement, shape, and length and princess line seaming to better conform to the bust shape and position 26.____

-Apply interfacing, lining, interlining, and backing to garments using the appropriate techniques 27.____

-Appreciate the importance of maintaining accurate customer and business records 28.____

-Determine the appropriate window treatment for different window types and measure for them 29.____

-Analyze current fashion trends and predict future trends 30.____

-Shorten or lengthen the sleeves and hems of men's, women's and children's garments 31.____

-Repair, alter, or remake draperies and slipcovers 32.____

-Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance and hand of the fabric 33.____

-Alter the crotch, side seams, and waistline of women's and girls' pants to correct for improper fit 34.____

-Demonstrate qualities of personality that will be helpful when working with customers 35.____

-Advise customers on suitable fabric for the style of window, furniture, or decor 36.____

The entry-level worker will be able to . . .

-Analyze fabric type and garment style to determine appropriate seam and hand stitches 37.____

-Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with other employees 38.____

-Describe and recognize fitting problems related to customers of different ages, figure types, and physical disabilities 39.____

-Analyze the fabric design and determine the length needed to match design and the proper techniques for cutting and straightening the grain 40.____

-Write brief and clear sewing, cutting, and layout directions 41.____

-Choose the appropriate hardware and mount the hardware and window treatments to the satisfaction of the customers 42.____

-Exhibit communication skills needed to secure a job: job interviewing, preparation of resume', and completion of application forms 43.____

-Determine the appropriate method to correct a ready-to-wear garment for improper fit due to figure variations 44.____

-Shape and insert padding in a tailored garment to correct for figure irregularities 45.____

-Change the slope and/or length of the shoulder in women's and girls' garments to correct for improper fit through front and back shoulder area 46.____

-Determine the number and spacing of pleats; form the pleats and stitch properly 47.____

-Judge good lines and shapes in garment designs 48.____

-Comprehend the dyeing, printing, and finishing processes applied to textiles products 49.____

-Analyze the economic, population, and climatic factors which influence the consumer fashion demand 50.____

-Manage time, energy, and resources by using an efficient arrangement of the work area 51.____

-Adjust placement and shape of a sleeve to correct for improper fit 52.____

-Explain the general structure of the apparel industry: mass cutting, industrial sewing, finishing, and distribution 53.____

-Perfect a pattern; mark and label the pattern correctly 54.____

-Attach buckram or crinoline and linings to draperies 55.____

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	10	20	30	40	50	60	70	80	90	99

The entry-level worker will be able to . . .

-Adjust the width and length of a bodice of skirt in women's and girls' garments to correct for improper fit in the waist, midriff, bust, and hip area 56. ____

-Insert zippers of different types by various methods 57. ____

-Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics 58. ____

-Use the elements of design and apply the principles of design in creating window treatments and decorative furnishings 59. ____

-Repair and replace zippers, pockets, buttonholes, belt loops, and linings in ready-made garments if advisable 60. ____

-Select suitable fabric and notions for the apparel design 61. ____

-Use pressing equipment properly and efficiently to press and mold during the different stages of the construction process 62. ____

-Analyze when to use and where to place weights in drapery panels and place weights properly if necessary 63. ____

-Exhibit the ability to design contemporary apparel utilizing inspirations from history of art and costume 64. ____

-Evaluate the fit of a sample garment and make the appropriate adjustments 65. ____

-Tape the lapel area, pad stitch the collar/lapel area, and apply interfacing either by hand, machine, or fusing 66. ____

-Comprehend the major methods of fiber and yarn manufacturing and fabric construction 67. ____

-Interpret the federal laws and regulations as they apply to fabrics 68. ____

-Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric 69. ____

-Maintain design lines while adapting a pattern or altering a garment; or restyle design lines if necessary for proper fit 70. ____

-Alter men's and boys' jackets to correct for improper fit in the shoulder area and through the blades 71. ____

-Calculate the cost of a garment or alterations performed based on materials and labor 72. ____

The entry-level worker will be able to . . .

-Evaluate the fit of a garment on a customer taking into account the customer's standards and wishes for a proper fit and pin fit or mark the necessary changes 73.____

-Alter necklines and placement of collars on women's and girls' garments to correct fit around the neck 74.____

-Determine the proper interfacing, lining, interlining, and backing according to the weight, color, stretch, and care requirements of a fabric 75.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by the drafting procedure 76.____

-Exhibit basic salesmanship techniques and procedures in the selling of merchandise 77.____

-Analyze the effect of dyeing, printing, and finishing methods used on fabrics in relation to the end use, wearing properties, care procedures, appearance, and hand of the fabric 78.____

-Perform the basic sewing skills in assembling and finishing a garment and on garment details 79.____

-Illustrate a fashion figure, utilizing different poses of a woman, man or child with speed, flair, and accuracy 80.____

-Alter a commercial pattern to develop a new design or to adjust the pattern for figure irregularities 81.____

-Locate potential job opportunities based on competencies achieved in the textiles and clothing occupational area 82.____

-Make purchasing decisions based on an understanding of consumer behavior 83.____

-Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by draping 84.____

-Take accurate measurements on a customer 85.____

-Determine the amount of fabric, trim, and notions needed and calculate the cost from the measurements, type of fabric, work specifications and labor cost 86.____

-Aware of current leading designers 87.____

-Explain the theory of color and its application to apparel design 88.____

Please complete the demographic
characteristics on the next page

DEMOGRAPHIC CHARACTERISTICS

Check all that apply.

Sex
- Male .... ☐
- Female .... ☐

Age
- 30 or under .... ☐
- 31-40 .... ☐
- 41-50 .... ☐
- 51-60 .... ☐
- 61 or over .... ☐

Have workers who have been trained in a one-two year occupational training program been employed where you work?
- Yes .... ☐
- No .... ☐

Total number of years experience in your occupation
- 1 year or less .... ☐
- 2-5 years .... ☐
- 6-10 years .... ☐
- 11 or more .... ☐

Title of your job ____________________
____

I would like to receive a copy of the results .... ☐

Please provide your name if you wish to receive a copy of the results.

____

Please check that you have responded to every item.

Thank you for your help. Your response will aid the validation of competencies needed by students entering the different occupational areas.

180

Appendix T:

Competency Questionnaires for Fashion Design, Apparel Services, and Window Treatment Services Educators

IOWA STATE UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515 294-6444

Dear Textiles and Clothing Educator,

The Home Economics Education Department at Iowa State University is conducting a nationwide study, entitled "Development of Standards for Textiles and Clothing Postsecondary Programs". This project is being funded by the Department of Health, Education, and Welfare. If you have already consented to participate, we thank you; if you have not yet received information on our study, we hope you will find time to participate.

One purpose of this study is to verify the competencies needed for entry-level positions in Apparel Services, Fashion Design, and Window Treatment and Decorative Furnishings Services. Hopefully, the results of this study will provide assistance to you and your staff in planning, developing, and evaluating your programs.

Each of the three occupational clusters include several career options. They are as follows:

APPAREL SERVICES

- Alterationist
- Tailor
- Custom dressmaker

FASHION DESIGN

- Sample maker
- Patternmaker
- Assistant designer

WINDOW TREATMENT AND DECORATIVE FURNISHINGS SERVICES

- Drapery maker
- Drapery sales
- Decorative furnishings sewer (pillows, slipcovers, etc.)

YOUR input is considered to be very important in this study. You can tell us, as an experienced educator, what you perceive as necessary competencies in order to attain employment in one of the occupational clusters. Responses from educators and business personnel will be gathered on a nationwide basis; the summary of findings on important competencies will then be distributed to participants. It is hoped that this study will provide insight into what the group as a whole perceives as important competencies for each occupational cluster.

Time required to complete the form should be approximately 30-45 minutes. Please complete the enclosed form in the postage-paid envelope by November 20. The results will be mailed in late spring. Thank you for your assistance and prompt attention.

Irene Beavers

Irene Beavers, Professor
Home Economics Education

Kathy Beery

Kathy Beery, Graduate Assistant

COMPETENCIES FOR TEXTILES AND CLOTHING OCCUPATIONS

The following competency statements may be essential for graduates to possess in order to begin in an entry-level career in Apparel Services, Fashion Design, or Window Treatment and Decorative Furnishings Services. Competencies are knowledges, skills, or attitudes needed to accomplish specific jobs or tasks within an occupation.

From information gained earlier about your program, we understand that you offer programs in one or several of the above mentioned occupational clusters. You are asked to decide which competencies would be important for a student to attain in order to begin a job in one or two of the occupational clusters.

Please respond to each statement in the following manner:

If you believe the statement is VERY IMPORTANT, write 99 in the answer box.

If you believe the statement is NOT IMPORTANT, write 1 in the answer box.

If you are UNCERTAIN of the importance of the statement, write 50 in the answer box.

A response from 1-49 indicates the degree to which you find the statement not important.

A response from 51-99 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

The cluster category(ies) you are being asked to respond to has/have been checked on the next page. Decide which competencies would be important for all the occupations within a cluster.

(FD) Fashion Design-sample maker, patternmaker, and assistant designer
(AS) Apparel Services-alterationist, tailor, custom dressmaker
(WT) Window Treatment Services-drapery maker and sales person, and decorative furnishings sewer

EXAMPLE:

	FD	AS	WT
PLEASE RESPOND TO THE FOLLOWING CLUSTER(S).....................		✓	✓
1. The entry-level worker will be able to design and construct decorative pillows.		1	95

Explanation: This participant has been asked to respond to AS (apparel services) and WT (window treatment services). The response indicates that the participant feels the competency is not important for AS and is very important for WT.

	FD	AS	WT
PLEASE RESPOND TO THE FOLLOWING CLUSTER(S)			
The entry-level worker will be able to . . .			
1. Choose appropriate fabric for apparel designs and figure types			
2. Advise customers in selection of becoming design lines for the particular figure types			
3. Analyze the different factors in the manufacturing process that could affect the quality and the cost of a garment			
4. Analyze the development of the body to understand sizing and the principles of grading			
5. Design and construct pillows, bolsters, bedspread[illegible] and slipcovers			
6. Analyze the effect of yarn construction on the end use, wearing properties, care procedures, appearance, hand of the fabric, and sewing techniques			
7. Use the elements of design and apply the principles of design in illustrating and designing apparel			
8. Grade patterns up and down a range of sizes with accuracy while maintaining the proper fit and design			
9. Display positive attitudes toward employer-employee relationships			
10. Prepare a tag indicating alteration procedures/instructions and mark the garment using standardized symbols to specify the proper alterations			
11. Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by the flat pattern procedure.			
12. Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner			
13. Construct lined and unlined draperies, valances, cornices, shades, curtains, and sheer draperies			
14. Alter men's and boys' jacket collars to correct fit by shrinking, lowering, raising, and shortening			
15. Illustrate various fabrics and design details accurately for a work room sketch			
16. Explain the function of the fashion market and its nature			
17. Interpret how the prevalent social, economic, and political conditions of a period have influenced the evolution of costume			

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

PLEASE RESPOND TO THE FOLLOWING CLUSTER(S)	FD	AS	WT
The entry-level worker will be able to . . .			
18. Pin fit muslin, paper pattern, or fabric to various types of furniture			
19. Interpret customer's ideas and fabric choices into designs which meet potential customer's desires			
20. Identify how to organize a small business: licensing, sales tax, insurance, and financial resources required			
21. Explain the marketing methods, policies, and procedures utilized by apparel manufacturers			
22. Evaluate finished product for quality and for customer's intended end use			
23. Appreciate the importance of reading fashion industry journals and periodicals			
24. Alter men's and boys' trousers to correct for improper fit by adjusting the crotch, inseam, seat, waist, cuff, and hems; by tapering trouser legs			
25. Write and interpret information found on work orders			
26. Adjust bust dart placement, shape, and length and princess line seaming to better conform to the bust shape and position			
27. Apply interfacing, lining, interlining, and backing to garments using the appropriate techniques			
28. Appreciate the importance of maintaining accurate customer and business records			
29. Determine the appropriate window treatment for different window types;			
30. Analyze current fashion trends and predict future trends			
31. Shorten or lengthen the sleeves and hems of men's, women's and children's garments			
32. Repair, alter, or remake draperies and slipcovers			
33. Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance and hand of the fabric			

PLEASE RESPOND TO THE FOLLOWING CLUSTER(S)	FD	AS	WT
The entry-level worker will be able to . . .			
34. Alter the crotch, side seams, and waistline of women's and girls' pants to correct for improper fit			
35. Demonstrate qualities of personality that will be helpful when working with customers			
36. Advise customers on suitable fabric for the style of window, furniture, or decor			
37. Analyze fabric type and garment style to determine appropriate seam and hand stitches			
38. Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with other employees			
39. Describe and recognize fitting problems related to customers of different ages, figure types, and physical disabilities			
40. Analyze the fabric design and determine the length needed to match design and the proper techniques for cutting and straightening the grain			
41. Write brief and clear sewing, cutting, and layout directions			
42. Choose the appropriate hardware and mount the hardware and window treatments to the satisfaction of the customers			
43. Exhibit communication skills needed to secure a job: job interviewing, preparation of resumé, and completion of application forms			
44. Determine the appropriate method to correct a ready-to-wear garment for improper fit due to figure variations			
45. Shape and insert padding in a tailored garment to correct for figure irregularities			
46. Change the slope and/or length of the shoulder in women's and girls' garments to correct for improper fit through front and back shoulder area			
47. Determine the number and spacing of pleats, form the pleats and stitch properly			
48. Judge good lines and shapes in garment designs			
49. Comprehend the dyeing, printing, and finishing processes applied to textiles products			
50. Analyze the economic, population, and climatic factors which influence the consumer fashion demand			

NOT IMPORTANT — UNCERTAIN — VERY IMPORTANT

1 10 20 30 40 50 60 70 80 90 99

PLEASE RESPOND TO THE FOLLOWING CLUSTER(S)	FD	AS	WT
The entry-level worker will be able to . . .			
51. Manage time, energy, and resources by using an efficient arrangement of the work area			
52. Adjust placement and shape of a sleeve to correct for improper fit			
53. Explain the general structure of the apparel industry: mass cutting, industrial sewing, finishing, and distribution			
54. Perfect a pattern; mark and label the pattern correctly			
55. Attach buckram or crinoline and linings to draperies			
56. Adjust the width and length of a bodice of skirt in women's and girls' garments to correct for improper fit in the waist, midriff, bust, and hip area			
57. Insert zippers of different types by various methods			
58. Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics			
59. Use the elements of design and apply the principles of design in creating window treatments and decorative furnishings			
60. Repair and replace zippers, pockets, buttonholes, belt loops, and linings in ready-made garments if advisable			
61. Select suitable fabric and notions for the apparel design			
62. Use pressing equipment properly and efficiently to press and mold during the different stages of the construction process			
63. Analyze when to use and where to place weights in drapery panels and place weights properly if necessary			
64. Exhibit the ability to design contemporary apparel utilizing inspirations from history of art and costume			
65. Evaluate the fit of a sample garment and make the appropriate adjustments			
66. Tape the lapel area, pad stitch the collar/lapel area, and apply interfacing either by hand, machine, or fusing			

PLEASE RESPOND TO THE FOLLOWING CLUSTER(S)	FD	AS	WT
The entry-level worker will be able to . . .			
67. Comprehend the major methods of fiber and yarn manufacturing and fabric construction			
68. Interpret the federal laws and regulations as they apply to fabrics			
69. Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric			
70. Maintain design lines while adapting a pattern or altering a garment; or restyle design lines if necessary for proper fit			
71. Alter men's and boys' jackets to correct for improper fit in the shoulder area and through the blades			
72. Calculate the cost of a garment or alterations performed based on materials and labor			
73. Evaluate the fit of a garment on a customer taking into account the customer's standards and wishes for a proper fit and pin fit of mark the necessary changes			
74. Alter necklines and placement of collars on women's and girls' garments to correct fit around the neck			
75. Determine the proper interfacing, lining, interlining, and backing according to the weight, color, stretch, and care requirements of a fabric			
76. Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by the drafting procedure			
77. Exhibit basic salesmanship techniques and procedures in the selling of merchandise			
78. Analyze the effect of dyeing, printing, and finishing methods used on fabrics in relation to the end use, wearing properties, care procedures, appearance, and hand of the fabric			
79. Perform the basic sewing skills in assembling and finishing a garment and on garment details			
80. Illustrate a fashion figure, utilizing different poses of a woman, man or child with speed, flair, and accuracy			
81. Alter a commercial pattern to develop a new design or to adjust the pattern for figure irregularities			

PLEASE RESPOND TO THE FOLLOWING CLUSTER(S)

The entry-level worker will be able to . . .

	FD	AS	WT
82. Locate potential job opportunities based on competencies achieved in the textiles and clothing occupational area			
83. Make purchasing decisions based on an understanding of consumer behavior			
84. Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by draping			
85. Take accurate measurements on a customer			
86. Determine the amount of fabric, trim, and notions needed and calculate the cost from the measurements, type of fabric, work specifications and labor cost			
87. Be aware of current leading designers			
88. Explain the theory of color and its application to apparel design			

DEMOGRAPHIC CHARACTERISTICS

Please check appropriate box.

Male........................ ☐
Female...................... ☐

Years of teaching experience
- 1-2 years................. ☐
- 3-4 years................. ☐
- 5-6 years................. ☐
- 7-8 years................. ☐
- 9 or more years........... ☐

Years of work experience in the field related to the subject matter area you teach
- 1-2 years................. ☐
- 3-4 years................. ☐
- 5-6 years................. ☐
- 7-8 years................. ☐
- 9 or more years........... ☐

Educational preparation
- Less than an A.S. or A.A. ☐
- A.S. or A.A. .... ☐
- B.S. or B.A. .... ☐
- M.S. or M.A. .... ☐
- Ph.D. .... ☐

Please fill in the blanks.

Title of your program

____

Your position with the program

____

Average number of students that graduate from your program each year

Program	Number
______________________	_____
______________________	_____

Appendix U:

Competency Questionnaire for Fashion Merchandising Educators

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear Fashion Merchandising Educator,

The Home Economics Education Department at Iowa State University is conducting a nation-wide study funded by the Department of Health, Education, and Welfare. The title of this project is "Development of Standards for Textiles and Clothing Postsecondary Programs."

One purpose of the study is to verify the competencies that are needed in entry-level and mid-management positions in fashion merchandising. Hopefully, the results of this study will provide assistance to community and junior colleges in planning, developing, and evaluating programs.

If you have already agreed to be a respondent, we thank you. If you have not received information about our study, we hope you will find time to participate.

YOUR input is very important. You can tell us, as an experienced educator, what you perceive as necessary competencies for graduates to attain employment in fashion merchandising.

Responses from educators and business personnel will be gathered on a nation-wide basis and the findings will be distributed to participants next spring. In this way, we hope to provide helpful insights into what educators and business personnel perceive as important fashion merchandising competencies.

Please complete this questionnaire and return it in the enclosed postage-paid envelope by __________. Time required to complete the form should be less than 45 minutes.

Thank you for your assistance and prompt attention.

Sincerely,

Irene Beavers   Kathleen Beery

Irene Beavers   Kathleen Beery
Professor   Graduate Assistant
Department of Home Economics Education

COMPETENCIES FOR OCCUPATIONS IN FASHION MERCHANDISING

INSTRUCTIONS

Competencies are the knowledges, skills, or attitudes needed to accomplish specific tasks within an occupation. In this survey, we are asking you to evaluate the relative importance of competencies for entry-level and mid-management level positions in fashion merchandising.

Following these instructions is a list of 51 statements which describe a variety of competencies.

Respond to each statement in two ways.

First, decide how important the competency is for a person to possess when this individual is in an entry-level position in fashion merchandising. Entry-level positions may, of course, vary from one store to another, but such positions could include assistant department managers and trainees in the store's management training program.

Second, respond to each statement by deciding how important the competency is for experienced persons employed in the mid-management level of fashion merchandising. Again, the term mid-management may be defined differently depending on the particular store, but persons holding such positions could include assistant buyers, buyers, and store managers.

Use numbers from 1 to 11 to describe the importance of the competencies stated in this questionnaire.

> If you believe the statement is VERY IMPORTANT, write 11 in the answer box.
>
> If you believe the statement is NOT IMPORTANT, write 1 in the answer box.
>
> If you are UNCERTAIN of the importance of the statement, write 6 in the answer box.
>
> A response from 1 to 5 indicates the degree to which you find the statement not important.
>
> A response from 7 to 11 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	2	3	4	5	6	7	8	9	10	11

FM-2

For example, the response to a statement could be as follows:

Statement	Response ENTRY	 MID-MAN.
Personnel in fashion merchandising can interpret sales reports to supervisors in top management.	2	11

The response to this statement indicates that the participant felt the competency was important for the person in mid-management and that it was not very important for a person in an entry-level position.

YOUR responses should indicate what YOU believe are necessary competencies for persons in fashion merchandising. There are no right and wrong answers, so feel free to express your own opinions.

After you have responded to the list of competency statements, please answer the remaining questions which are designed to provide information about you and the other respondents in this survey.

All responses to this questionnaire will remain confidential, but if you do want to receive a summary of this study, please include your name and address in the information you provide at the end of the questionnaire.

EVALUATION OF COMPETENCY STATEMENTS

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
1. Plan attractive window and interior displays which show merchandise that is timely and adequately stocked.	1.		
2. Evaluate advertising copy according to established principles of advertising.	2.		
3. Interpret legislation regarding wages and hours, workman's compensation, and unemployment benefits as it affects store policy and procedure.	3.		
4. Identify the needs and wants of potential customers.	4.		
5. Identify and analyze factors which influence the profitable pricing of merchandise.	5.		

FM-3

NOT IMPORTANT					UNCERTAIN					VERY IMPORTANT
1	2	3	4	5	6	7	8	9	10	11

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
6. Use daily, weekly, or monthly stock and sales reports to evaluate past performance, appraise current plans, and make future plans.	6.		
7. Select specific merchandise which will satisfy the needs and wants of potential customers.	7.		
8. Adjust a merchandise assortment plan according to supply and demand.	8.		
9. Plan a balanced merchandise assortment.	9.		
10. Use knowledge of the sociological-psychological aspects of textiles and clothing to better understand the purchasing motives of consumers.	10.		
11. Identify quality merchandise based on a technical knowledge of fabrics and garment construction.	11.		
12. Evaluate themselves in terms of the personal qualities necessary to be successful in fashion merchandising.	12.		
13. Plan and coordinate fashion shows and special events.	13.		
14. Develop plans to prevent or reduce stock shrinkage.	14.		
15. Develop a seasonal merchandise budget based on past and anticipated sales.	15.		
16. Perform calculations needed to price merchandise.	16.		
17. Judge the relative cost and effectiveness of an advertisement or display.	17.		
18. Comprehend the economic, political, and historical factors which influence the changing pattern of fashion.	18.		

FM-4

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
19. Describe a total retail operation according to functions or areas of responsibility including finance and control, merchandising, sales promotion, and operations.	19.		
20. Communicate advertising goals and plans to sales personnel.	20.		
21. Interpret legislation pertaining to customer and product liability as it affects store policy and procedure.	21.		
22. Explain the various theories of fashion adoption and their implications for merchandising.	22.		
23. Work skillfully with customers.	23.		
24. Select merchandise items for retail advertising based on profit and sales potential, available inventory, customer appeal, and the store's image.	24.		
25. Comprehend the difference between using a periodic or perpetual system for a retail method of inventory.	25.		
26. Recognize the effects of community events and local business activities on store plans.	26.		
27. Interpret legislation regarding fabric and garment labeling as it affects store policy and procedure.	27.		
28. Advise customers on flattering garment styles based on a general knowledge of figure types and individual customer preferences.	28.		
29. Identify fabric performance characteristics which consumers want in the use and care of merchandise.	29.		
30. Perceive the importance of planning activities such as merchandise assortment planning and financial planning.	30.		

FM-5

NOT IMPORTANT UNCERTAIN VERY IMPORTANT

1 2 3 4 5 6 7 8 9 10 11

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
31. Assign duties and delegate responsibility to maintain an efficient department or store operation.	31.		
32. Analyze the reasons for markdowns.	32.		
33. Explain the provisions of purchase orders which include terms of sale and delivery.	33.		
34. Develop training programs for new employees.	34.		
35. Explain the organization of the fashion industry in terms of the fashion market calendar, primary markets, secondary markets, and channels of distribution.	35.		
36. Arrange floor space effectively for merchandise sales considering consumer buying behavior, customer convenience and safety, and security.	36.		
37. Determine current fashion trends and forecast future ones.	37.		
38. Explain the types and functions of resident buying offices.	38.		
39. Develop and maintain harmonious relationships with other employees.	39.		
40. Apply the elements and principles of design to the selection and promotion of merchandise.	40.		
41. Use monthly or annual financial reports to evaluate past performance, appraise current plans, and make future plans.	41.		
42. Effectively initiate and close sales.	42.		
43. Interpret the effects of price and personal income on the purchasing behavior of consumers.	43.		
44. Evaluate the quality of construction features and materials used in accessory items.	44.		

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
45. Communicate effectively in writing memos, forms, reports, and business letters.	45.	☐	☐
46. Coordinate all promotion including displays, advertising, and personal selling efforts.	46.	☐	☐
47. Use terminology commonly accepted in the fashion and textiles industry to communicate product information and ideas.	47.	☐	☐
48. Perceive the importance of reading trade journals, newspapers, and other sources of trade information on a regular basis.	48.	☐	☐
49. Carry out existing training programs for new employees.	49.	☐	☐
50. Forecast store sales for a specified period of time.	50.	☐	☐
51. Assign employees to tasks which are appropriate to the interests and skills of the individuals.	51.	☐	☐

DEMOGRAPHIC DATA

Instructions: Please fill in the blank or check the appropriate box.

Title of your program: ____________________

Your position with the program: ____________________

The average number of students that graduate from your program each year: __________

Length of the program: __________

Your sex:
- Male ☐
- Female ☐

Your age:
- 30 or under ☐
- 31-40 ☐
- 41-50 ☐
- 51-60 ☐
- 61 or older ☐

Your educational preparation:
- No degree ☐
- A.S. or A.A. ☐
- B.S. or B.A. ☐
- M.S. or M.A. ☐
- Ph.D. ☐
- Other, please specify ☐

____

____

FME-7

Please continue to the next page.

Years of teaching experience:

Less than 1 year ☐
1-2 years ☐
3-4 years ☐
5-6 years ☐
7-8 years ☐
9 or more years ☐

Years of other work in fashion merchandising or related experiences:

None ☐
Less than 1 year ☐
1-2 years ☐
3-4 years ☐
5-6 years ☐
7-8 years ☐
9 or more years ☐

Please put a check mark in the following box if you would like to receive a summary of the findings of this study. ☐

If you would like a summary of the research findings, please provide your name, address, and zip code below:

____
____
____

Providing this information is optional and your identity will still be protected.

After completing this questionnaire, please check that you have responded to every item. Thank you for your help.

Appendix

Competency Questionnaire for Fashion Merchandising Business Personnel

COMPETENCIES
for occupations in
FASHION MERCHANDISING

Questionnaire

Iowa State University
Ames, Iowa 50011

107

COMPETENCIES FOR OCCUPATIONS IN FASHION MERCHANDISING

INSTRUCTIONS

Competencies are the knowledges, skills, or attitudes needed to accomplish specific tasks within an occupation. In this survey, we are asking you to evaluate the relative importance of competencies for entry-level and mid-management level positions in fashion merchandising.

Following these instructions is a list of 51 statements which describe a variety of competencies.

Respond to each statement in two ways.

First, decide how important the competency is for a person to possess when this individual is in an entry-level position in fashion merchandising. Entry-level positions may, of course, vary from one store to another, but such positions could include assistant department managers and trainees in the store's management training program.

Second, respond to each statement by deciding how important the competency is for experienced persons employed in the mid-management level of fashion merchandising. Again, the term mid-management may be defined differently depending on the particular store, but persons holding such positions could include assistant buyers, buyers, and store managers.

Use numbers from 1 to 11 to describe the importance of the competencies stated in this questionnaire.

> If you believe the statement is VERY IMPORTANT, write 11 in the answer box.
>
> If you believe the statement is NOT IMPORTANT, write 1 in the answer box.
>
> If you are UNCERTAIN of the importance of the statement, write 6 in the answer box.
>
> A response from 1 to 5 indicates the degree to which you find the statement not important.
>
> A response from 7 to 11 indicates the degree to which you find the statement important.

The following scale may help you keep these directions in mind.

NOT IMPORTANT UNCERTAIN VERY IMPORTANT

1 2 3 4 5 6 7 8 9 10 11

FM-2

For example, the response to a statement could be as follows:

Statement	Response	
	ENTRY	MID-MAN.
Personnel in fashion merchandising can interpret sales reports to supervisors in top management.	2	11

The response to this statement indicates that the participant felt the competency was important for the person in mid-management and that it was not very important for a person in an entry-level position.

YOUR responses should indicate what YOU believe are necessary competencies for persons in fashion merchandising. There are no right and wrong answers, so feel free to express your own opinions.

After you have responded to the list of competency statements, please answer the remaining questions which are designed to provide information about you and the other respondents in this survey.

All responses to this questionnaire will remain confidential, but if you do want to receive a summary of this study, please include your name and address in the information you provide at the end of the questionnaire.

EVALUATION OF COMPETENCY STATEMENTS

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
1. Plan attractive window and interior displays which show merchandise that is timely and adequately stocked.	1.		
2. Evaluate advertising copy according to established principles of advertising.	2.		
3. Interpret legislation regarding wages and hours, workman's compensation, and unemployment benefits as it affects store policy and procedure.	3.		
4. Identify the needs and wants of potential customers.	4.		
5. Identify and analyze factors which influence the profitable pricing of merchandise.	5.		

FM-3

NOT IMPORTANT UNCERTAIN VERY IMPORTANT

1 2 3 4 5 6 7 8 9 10 11

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
6. Use daily, weekly, or monthly stock and sales reports to evaluate past performance, appraise current plans, and make future plans.	6.		
7. Select specific merchandise which will satisfy the needs and wants of potential customers.	7.		
8. Adjust a merchandise assortment plan according to supply and demand.	8.		
9. Plan a balanced merchandise assortment.	9.		
10. Use knowledge of the sociological-psychological aspects of textiles and clothing to better understand the purchasing motives of consumers.	10.		
11. Identify quality merchandise based on a technical knowledge of fabrics and garment construction.	11.		
12. Evaluate themselves in terms of the personal qualities necessary to be successful in fashion merchandising.	12.		
13. Plan and coordinate fashion shows and special events.	13.		
14. Develop plans to prevent or reduce stock shrinkage	14.		
15. Develop a seasonal merchandise budget based on past and anticipated sales.	15.		
16. Perform calculations needed to price merchandise.	16.		
17. Judge the relative cost and effectiveness of an advertisement or display.	17.		
18. Comprehend the economic, political, and historical factors which influence the changing pattern of fashion.	18.		

FM-4

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
19. Describe a total retail operation according to functions or areas of responsibility including finance and control, merchandising, sales promotion, and operations.	19.		
20. Communicate advertising goals and plans to sales personnel.	20.		
21. Interpret legislation pertaining to customer and product liability as it affects store policy and procedure.	21.		
22. Explain the various theories of fashion adoption and their implications for merchandising.	22.		
23. Work skillfully with customers.	23.		
24. Select merchandise items for retail advertising based on profit and sales potential, available inventory, customer appeal, and the store's image.	24.		
25. Comprehend the difference between using a periodic or perpetual system for a retail method of inventory.	25.		
26. Recognize the effects of community events and local business activities on store plans.	26.		
27. Interpret legislation regarding fabric and garment labeling as it affects store policy and procedure.	27.		
28. Advise customers on flattering garment styles based on a general knowledge of figure types and individual customer preferences.	28.		
29. Identify fabric performance characteristics which consumers want in the use and care of merchandise.	29.		
30. Perceive the importance of planning activities such as merchandise assortment planning and financial planning.	30.		

FM-5

NOT IMPORTANT UNCERTAIN VERY IMPORTANT

1 2 3 4 5 6 7 8 9 10 11

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
31. Assign duties and delegate responsibility to maintain an efficient department or store operation.	31.		
32. Analyze the reasons for markdowns.	32.		
33. Explain the provisions of purchase orders which include terms of sale and delivery.	33.		
34. Develop training programs for new employees.	34.		
35. Explain the organization of the fashion industry in terms of the fashion market calendar, primary markets, secondary markets, and channels of distribution.	35.		
36. Arrange floor space effectively for merchandise sales considering consumer buying behavior, customer convenience and safety, and security.	36.		
37. Determine current fashion trends and forecast future ones.	37.		
38. Explain the types and functions of resident buying offices.	38.		
39. Develop and maintain harmonious relationships with other employees.	39.		
40. Apply the elements and principles of design to the selection and promotion of merchandise.	40.		
41. Use monthly or annual financial reports to evaluate past performance, appraise current plans, and make future plans.	41.		
42. Effectively initiate and close sales.	42.		
43. Interpret the effects of price and personal income on the purchasing behavior of consumers.	43.		
44. Evaluate the quality of construction features and materials used in accessory items.	44.		

FM-6

Personnel in fashion merchandising can . . .		ENTRY	MID-MAN.
45. Communicate effectively in writing memos, forms, reports, and business letters.	45.	☐	☐
46. Coordinate all promotion including displays, advertising, and personal selling efforts.	46.	☐	☐
47. Use terminology commonly accepted in the fashion and textiles industry to communicate product information and ideas.	47.	☐	☐
48. Perceive the importance of reading trade journals, newspapers, and other sources of trade information on a regular basis.	48.	☐	☐
49. Carry out existing training programs for new employees.	49.	☐	☐
50. Forecast store sales for a specified period of time.	50.	☐	☐
51. Assign employees to tasks which are appropriate to the interests and skills of the individuals.	51.	☐	☐

DEMOGRAPHIC DATA

Instructions: Please fill in the blank or check the appropriate box.

Your age:
- 30 or under ☐
- 31-40 ☐
- 41-50 ☐
- 51-60 ☐
- 61 or older ☐

Your educational preparation:
- No degree ☐
- A.S. or A.A. ☐
- B.S. or B.A. ☐
- M.S. or M.A. ☐
- Other, please specify ☐

____

____

Your sex:
- Male ☐
- Female ☐

Years of experience in fashion merchandising:
- Less than 1 year ☐
- 1-2 years ☐
- 3-4 years ☐
- 5-6 years ☐
- 7-8 years ☐
- 9 or more years ☐

Title of your present position:

____

____

Please continue to the next page.

How many full-time employees work in your store?

25 or fewer ☐

More than 25 ☐

Is your store clearly departmentalized for the purposes of accounting, inventory control, etc.?

Yes ☐ No ☐

Please classify each of the following job titles according to whether you consider the position to be an entry-level or mid-management job:

	ENT.	MID.
Sales clerk	☐	☐
Sales manager	☐	☐
Trainee, management training program	☐	☐
Assistant department manager	☐	☐
Department manager	☐	☐
Assistant buyer	☐	☐
Buyer	☐	☐
Assistant Store manager	☐	☐
Store manager	☐	☐

Which of the following best describes your store's product mix?

Women's apparel only ☐

Women's apparel and one or more other product lines such as children's apparel, men's apparel, or home furnishings and accessories. ☐

Within the past two years, has your business hired any graduates from 2-year educational programs for any positions?

Yes ☐ No ☐

For what positions were these graduates hired? (Check all appropriate boxes.)

- Question does not apply ☐
- Sales clerk ☐
- Sales manager ☐
- Trainee, management training program ☐
- Assistant department manager ☐
- Department manager ☐
- Assistant buyer ☐
- Buyer ☐
- Assistant store manager ☐
- Store manager ☐

Please put a check mark in the following box if you would like to receive a summary of the findings of this study. ☐

If you would like a summary of the research findings, please provide your name, address, and zip code below:

____

____

____

Providing this information is optional; your identity is protected.

After completing this questionnaire, please check that you have responded to every item. Thank you for your help. FMB-8

Appendix W:

Letter of Transmittal for the Fashion Merchandising Business Questionnaire

IOWA STATE UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

The Home Economics Education Department at Iowa State University is conducting a nationwide study entitled "Development of Standards for Textiles and Clothing Postsecondary Programs." One purpose of this study is to verify the competencies (skills, knowledge, and attitudes) that are needed in entry-level positions and at mid-management level positions in fashion merchandising. Hopefully, the results of this study will help two-year colleges plan, develop, and evaluate programs so they are more related to the needs of business.

Your name has been suggested to us as one who is knowledgeable of the competencies needed by persons employed in fashion merchandising. YOUR input is considered to be very important in this study because YOU can tell us--as an employer--what you expect of an employee in the fashion merchandising area. Your responses will provide information which will be distributed to postsecondary schools nationally.

Please complete the enclosed questionnaire and return it in the postage-paid envelope by   Time required to complete the form should be approximately 30 minutes.

If the results of this study will help you in setting up guidelines for interviewing potential employees or in developing training plans for new employees, we will be glad to send you a summary of the findings. On the last page of the questionnaire, check the box to indicate that you would like to receive a copy of the results.

Thank you for your assistance and prompt attention. Names of business persons were solicited from the postsecondary educators at all of the participating schools. We asked for the names of persons who had shown interest in the local program or hired former graduates of the program.

Sincerely,

Irene Beavers   Kathleen Beery

Irene Beavers   Kathleen Beery
Professor   Graduate Assistant
Department of Home Economics Education

Appendix X:

Follow-up postcards for apparel services, fashion design, and window treatment services

___ I have already mailed the questionnaire.

___ Today I am getting it in the mail.

___ I will plan to fill out the questionnaire within the next two days and mail it to you.

___ Something happened to my questionnaire. Please send another and I will fill it out.

Name ______________________________

Business Name ______________________________

City/State ______________________________

Have you mailed your questionnaire concerning competencies needed for workers in Apparel Services (alterations, custom dressmaking, and tailoring)? Your response is needed in order to accurately describe the types of skills and knowledge that employers expect of workers in this area.

Because it is important that your response is included in this study, please complete the attached return postal card indicating when your questionnaire can be expected.

Irene Beavers

Irene Beavers
Project Director
Home Economics Education
Iowa State University
515-294-1234

___ I have already mailed the questionnaire.

___ Today I am getting it in the mail.

___ I will plan to fill out the questionnaire within the next two days and mail it to you.

___ Something happened to my questionnaire. Please send another and I will fill it out.

Name ____________________________________

Business Name ______________________________

City/State _________________________________

Have you mailed your questionnaire concerning competencies needed for workers in Fashion Design (patternmaker, sample maker, and assistant designer)? Your response is needed in order to accurately describe the types of skills and knowledge that employers expect of workers in this area.

Because it is important that your response be included in this study, please complete the attached return postal card indicating when your questionnaire can be expected.

Irene Beavers

Irene Beavers
Project Director
Home Economics Education
Iowa State University
515-294-1234

___ I have already mailed the questionnaire.

___ Today I am getting it in the mail.

___ I will plan to fill out the questionnaire within the next two days and mail it to you.

___ Something happened to my questionnaire. Please send another and I will fill it out.

Name ______________________________

Business Name ______________________________

City/State ______________________________

Have you returned your questionnaire concerning competencies needed for workers in Window Treatment Services (drapery salesperson and draperymaker)? Your response is needed in order to accurately describe the types of skills and knowledge that employers expect of workers in this area.

Because it is important that your response be included in this study, please complete your questionnaire and send by return mail. If something happened to your questionnaire, please let me know and another will be sent.

Irene Beavers

Irene Beavers
Project Director
Home Economics Education
169 LeBaron Hall
Iowa State University
Ames, IA 50011
515-294-1234 OR 515-294-4757

Appendix Y:

Follow-up postcard for educators in Apparel Services, Fashion Design, and Window Treatment Services

___ I have already mailed the questionnaire.

___ Today I am getting it in the mail.

___ I will plan to fill out the questionnaire within the next two days and mail it to you.

___ Something happened to my questionnaire. Please send another and I will fill it out.

Name ______________________________

School Name ________________________

City/State __________________________

Have you returned your questionnaire concerning competencies needed for workers in textiles and clothing occupations (Apparel Services, Fashion Design, and Window Treatment Services)? Your response is needed in order to accurately describe the types of skills and knowledge that are expected of workers in this area.

Because it is important that your response be included in this study, please complete your questionnaire and send by return mail. If something happened to your questionnaire, please let me know and another will be sent.

Irene Beavers

Irene Beavers
Home Economics Education
169 LeBaron Hall
Iowa State University
Ames, IA 50011
515-294-1234 OR 515-294-4757

Appendix Z:

Follow-up postcard for Fashion Merchandising Educators and Business

___ I have already mailed the questionnaire.

___ Today I am getting it in the mail.

___ I will plan to fill out the questionniare within the next two days and mail it to you.

___ Something happened to my questionnaire. Please send another and I will fill it out.

Name ______________________________

School Name ______________________________

City/State ______________________________

Have you mailed your questionnaire concerning competencies needed for persons employed in fashion merchandising? Your response is needed in order to accurately describe the types of skills and knowledge that are expected of persons employed in this area.

Because it important that your response is included in this study, please complete the attached return postal card indicating when your questionnaire can be expected.

Irene Beavers

Irene Beavers
Project Director
Home Economics Education
Iowa State University
515-294-1234

Appendix AA:

Follow-up postcard for the Program Standards Questionnaires - Fashion Merchandising and the Textiles and Clothing Groups of Occupations

FMST

___ I have already mailed the questionnaire.

___ Today I am getting it in the mail.

___ I will plan to fill out the questionnaire within the next two days and mail it to you.

___ Something happened to my questionnaire. Please send another and I will fill it out.

Name ______________________________

Address ______________________________

____

Have you mailed your questionnaire concerning standards for fashion merchandising programs? Your response is needed in order to validate standards or guidelines for postsecondary programs.

Because it is important that your response be included in this study, please complete the attached return postal card indicating when your questionnaire can be expected.

Irene Beavers

Irene Beavers
Project Director
Home Economics Education
Iowa State University
515-294-1234

TCST

___ I have already mailed the questionnaire.

___ Today I am getting it in the mail.

___ I will plan to fill out the questionnaire within the next two days and mail it to you.

___ Something happened to my questionnaire. Please send another and I will fill it out.

Name ____

Address ______________________________________

____

Have you mailed your questionnaire concerning standards for textiles and clothing programs? Your response is needed in order to validate standards or guidelines for postsecondary programs.

Because it is important that your response be included in this study, please complete the attached return postal card indicating when your questionnaire can be expected.

Irene Beavers

Irene Beavers
Project Director
Home Economics Education
Iowa State University
515-294-1234

Appendix BB:

Standards for Postsecondary Programs Apparel, Window Treatment, and Fashion Design Services

Staff
Evaluation
Field Experiences
Program
Facilities
Recruitment Placement
Public Relations

Home Economics Education
Iowa State University
Ames, Iowa

May 1979

H. Ed. 11

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Standards for Postsecondary Programs
Apparel, Window Treatment, and Fashion Design Services[a]

Program - Instructional

A written statement of philosophy for vocational education is in harmony with the philosophy statement for the total school.

The program's annual and five-year plans, including goals, objectives, and activities, are on file in the department and with the administration.

Community resources, facilities, and industries are identified and utilized to enrich the quality of the instructional program.

The instructional program is reviewed and modified to comply with local, state, and federal manpower data.

Validated competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program.

Lesson plans are developed that clearly state instructional objectives, activities, and resources to be used during instruction.

The instructional program includes courses in human relation skills and oral/written communication.

Provisions are made within the instructional program to accommodate students with special educational needs or learning deficiencies.

Instruction in safety is provided in advance of laboratory work.

Modern and technically accurate instructional materials and textbooks are utilized in the program.

The instructional program is articulated with similar local secondary, postsecondary, and four-year educational programs.

Test-out procedures are available for course work/competencies previously covered/mastered by students.

For a laboratory class the student-instructor ratio does not exceed fifteen to one.

Instructors have one class preparation period per instructional day.

Competencies included in the instructional program are evaluated and revised annually.

Supervised Field Experience

The teacher-coordinator, student, and employer cooperatively develop a formal training agreement.

The teacher-coordinator, student and employer cooperatively develop a formal training plan which includes competencies and activities to be acquired during the supervised field experience.

A written plan is utilized to select, develop, and evaluate training stations which will assist students in obtaining desired occupational competencies.

The teacher-coordinator provides effective coordination, supervision, and occupational guidance to students engaged in supervised field experience.

The teacher-coordinator and cooperating employers are jointly involved in supervising students during their field experience.

The teacher-coordinator who supervises student field experiences maintains records for evaluation and assistance in placement.

Students receive school credit for supervised field experiences.

During the field experience students maintain up-to-date logs pertaining to activities, accomplishments, problems, and paid income from the work.

Students participating in the supervised field experience are employed in accordance with all applicable federal and state labor laws.

The teacher-coordinator visits students who are participating full-time in supervised experiences once or twice a month.

Student field experiences for the Apparel Services are four to eight weeks for the twelve month program and eight to twelve weeks for the twenty-four month program.

Student field experiences for the Window Treatment Services are four to eight weeks for the twelve and twenty-four month program.

Student field experiences for the Fashion Design Services are eight to twelve weeks for the twelve and twenty four month programs.

Staffing

Instructors and teacher-coordinators possess the technical, professional and occupational competencies necessary to prepare students for entry-level employment or for advanced educational programs.

Instructors and teacher-coordinators are sensitive to the needs of students and can recognize and make provisions for individualization with the instructional program.

Staffing (continued)

A full-time teacher-coordinator who only supervises field experiences has a maximum of twenty-five students.

Instructors have completed course work in subject taught, methods of teaching, evaluation, human relations, curriculum development and philosophy and practice of vocational education.

The instructional staff participates in professional development programs to improve teacher competencies.

Instructors and teacher-coordinators are actively involved in professional organizations.

Teacher-coordinators in the Window Treatment Services have two to three years of work experience and a B. A. or B. S. degree.

Teachers in the Window Treatment Services have two years of work experience and a B. A. or B. S. degree.

Teacher-coordinators in the Apparel and Fashion Design Services have two to three years of work experience and a B. A. or B. S. degree.

Teachers in the Apparel and Fashion Design Services have two to three years of work experience and a B. A. or B. S. degree.

Job descriptions are on file for all department staff members.

The instructional staff has access to adequate secretarial services.

Facilities/Instructional Resources

Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy.

Facilities and equipment meet all current state and federal safety regulations.

The equipment provided for instructional purposes is comparable to that used in business and industry.

Provisions are made in the physical setting of the classroom and laboratory to accommodate students with physical handicaps.

The classroom and laboratory stations are functional and provide adequate space for the number of students enrolled.

Equipment and facilities for Window Treatment Services include domestic sewing machines, industrial sewing machines, commercial pressing equipment, trade journals/magazines, fabric counters, and simulated shop within the classroom.

Facilities/Instructional Resources (continued)

Equipment and facilities for Apparel and Fashion Design Services include domestic sewing machines, industrial sewing machines, commercial pressing equipment, display mannequins/dress forms, trade journals/magazines, simulated shop within the classroom, and fitting rooms in the classroom.

The classroom and laboratory stations are maintained in an orderly, safe, and attractive condition.

Supplies and equipment are stored in a systematic and safe manner.

Maintenance and service records of all equipment are on file in the department office.

Instructional materials and other resources frequently used for coursework are readily accessible to the students.

Students have access to current trade journals and other publications pertaining to home economics, textiles and clothing, and business.

Instructional media, including audio-visual aids, are adequate in number and variety and are maintained in good working order.

Public Relations

The educational objectives, major activities, and accomplishments of the program are communicated through an effective public relations program to the faculty, students, parents, employers, advisory committee members, and the community.

Instructors and teacher-coordinators establish and maintain cooperative working relations with leaders in related businesses, organizations, and agencies.

The program instructors or placement officers contact prospective employers to gain information about labor needs.

The advisory committee consists of representatives from business employers, community organizations, public educational institutions, and former students of the program.

The advisory council assists in need determination, resource allocation, program promotion, and evaluation.

The advisory committee meets at least twice a year.

Operational procedures for the functioning of the advisory committee are identified by the staff using state and federal specifications as a guide.

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Recruitment/Counseling, Placement

Literature is made available which explains admission requirements, curricular offerings, transfer and degree requirements, and career opportunities.

Surveys of former students are conducted every one to three years to determine their occupational and/or educational status.

Instructors or special advisors assist students on a regular basis in appropriate course selection and career planning.

Instructors refer students needing additional guidance to qualified school personnel.

Students records contain current information on occupational objectives, supervised work experience, completed course work, recommendations for employment, and other necessary information.

Instructors and placement officers inform students of employment possibilities, provide opportunities for students to meet with prospective employers, and suggest methods of pursuing employment.

Files of placement and employment records are maintained.

Literature and consultative services are made available to prospective students which provide a realistic outlook of occupational responsibilities and opportunities.

Evaluation

Representatives of local, area, and state education agencies participate in planning the program of instruction and are informed of progress.

Results obtained from program evaluations are used to promote, develop, and improve the instructional program.

Administrators, instructors, and advisory committee members continuously evaluate the program utilizing manpower data, enrollment figures, and follow-up data on former students.

Criterion statements are used to evaluate student competencies and achievements.

Courses within the program and the instructional staff are evaluated by students at the end of each term.

Instructors, administrators, or placement officers conduct follow-up surveys of former students to determine the effectiveness of the program.

Reasons for student drop-outs are determined through interviews or questionnaires and are used to revise the educational program.

This is one in a series of leaflets prepared as a result of two years of research in the Home Economics Education Department, Iowa State University. The research was funded by the Department of Health, Education, and Welfare, Office of Education, Occupational and Adult Education Branch (Grant Number G007701165) and included a national sample of educators in postsecondary education institutions and state supervisors of home economics. The title of the research project was Standards for Postsecondary Programs in Textiles and Clothing.

Project Director

Dr. Irene Beavers
Professor, Home Economics Education

Graduate Assistant

Mrs. Kathleen Beery

Iowa State University
College of Home Economics
Home Economics Education
Ames, Iowa
1979

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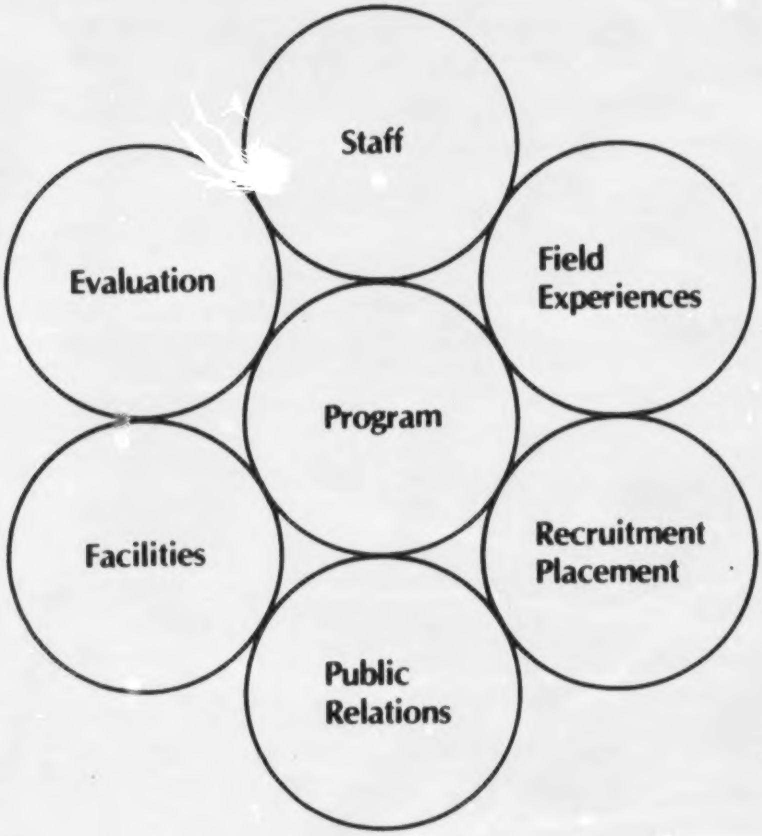
[a] Standards were adapted from Standards for Quality Vocational Programs in Agricultural/Agribusiness Education, Agricultural Education Department, Iowa State University, Ames, Iowa, 1977.

Appendix CC:

Standards for Fashion Merchandising Postsecondary Programs


Staff
Evaluation
Field Experiences
Program
Facilities
Recruitment Placement
Public Relations

Home Economics Education
Iowa State University
Ames, Iowa

May 1979

H. Ed. 10

STANDARDS FOR FASHION MERCHANDISING POSTSECONDARY PROGRAMS[a]

Program - Instructional

A written statement of philosophy for vocational education is in harmony with the philosophy statement for the total school.

The program's annual and five year plans, including goals, objectives, and activities, are on file in the department and with the administration.

Community resources, facilities, and industries are identified and utilized to enrich the quality of the instructional program.

Validated competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program.

Lesson plans are developed that clearly state instructional objectives, activities, and resources to be used during instruction.

The instructional program includes courses in human relation skills and oral/written communication.

Modern and technically accurate instructional materials and textbooks are utilized in the program.

The instructional program is articulated with similar local secondary, post-secondary, and four-year educational programs.

Student organizations, which provide an opportunity for leadership development, are an integral part of the program.

Competencies included in the instructional program are evaluated and revised annually.

Supervised Field Experience

The teacher-coordinator, student, and employer cooperatively develop a formal training agreement.

The teacher-coordinator, student and employer cooperatively develop a formal training plan which includes competencies and activities to be acquired during the supervised field experiences.

The teacher-coordinator provides effective coordination, supervision, and occupational guidance to students engaged in supervised field experiences.

The teacher-coordinator and cooperating employers are jointly involved in supervising students during their field experience.

The teacher-coordinator who supervises student field experiences maintains records for evaluation and assistance in placement.

Supervised Field Experiences (continued)

Students receive school credit for supervised field experiences.

Students participating in the supervised field experience are employed in accordance with all applicable federal and state labor laws.

Student receive wages during their supervised field experience.

The teacher-coordinator visits students who are participating full-time in supervised field experiences at least monthly.

A full-time teacher-coordinator who only supervises field experiences has a maximum of thirty students.

The length of the field experience for a twelve month program is eight weeks.

The length of the field experience for an eighteen month program is eight to twelve weeks.

The length of the field experience for a twenty-four month program is twelve weeks.

Staffing

Instructors and teacher-coordinators possess the technical, professional and occupational competencies necessary to prepare students for entry-level employment or for advanced educational programs.

Instructors and teacher-coordinators are sensitive to the needs of students and can recognize and make provisions for individualization within the instructional program.

The instructional staff participates in professional development programs to improve teacher competencies.

The instructional staff has access to adequate secretarial services.

Instructors have completed course work in subjects taught, methods of teaching, evaluation, human relations, curriculum development, and philosophy and practice of vocational education.

Instructors have two class preparation periods per day.

Teachers have two to three years work experience.

Teachers have as a minimum a B. A. or B. S. degree.

Teacher-coordinators have as a minimum two to three years work experience.

Teacher-coordinators have as a minimum a B. A. or B. S. degree.

For a laboratory class, the student-instructor ratio does not exceed 20 to 1.

Facilities/Instructional Resources

Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy.

Facilities and equipment meet all current state and federal safety regulations.

The equipment provided for instructional purposes is comparable to that used in business and industry.

Provisions are made in the physical setting of the classroom and laboratory to accommodate students with physical handicaps.

The classroom and laboratory stations are functional and provide adequate space for the number of students enrolled.

Equipment and facilities for a cooperative program include display mannequins, trade journals/magazines, and electric cash registers.

The classroom and laboratory stations are maintained in an orderly, safe, and attractive condition.

Supplies and equipment are stored in a systematic and safe manner.

Instructional materials and other resources frequently used for coursework are readily accessible to the students.

Students have access to current trade journals and other publications pertaining to home economics, textiles and clothing, and business.

Instructional media including audio-visual aids, are adequate in number and variety and are maintained in good working order.

Public Relations

The educational objectives, major activities, and accomplishments of the program are communicated through an effective public relations program to the faculty, students, parents, employers, advisory committee members, and the community.

Instructors and teacher-coordinators establish and maintain cooperative working relations with leaders in related businesses, organizations, and agencies.

The program instructors or placement officers contact prospective employers to gain information about labor needs.

The advisory committee consists of representatives from business employers, community organizations, public educational institutions, and former students of the program.

The advisory committee assists in need determination, resources allocation, program promotion, and evaluation.

The advisory committee meets at least once or twice a year.

Recruitment/Counseling, Placement

Literature is made available which explains admission requirements, curricular offerings, transfer and degree requirements, and career opportunities.

Instructors or special advisors assist students on a regular basis in appropriate course selection and career planning.

Instructors refer students needing additional guidance to qualified school personnel.

Student records contain current information on occupational objectives, supervised work experience, completed course work, recommendations for employment, and other necessary information.

Instructors and placement officers inform students of employment possibilities, provide opportunities for students to meet with prospective employers, and suggest methods of pursuing employment.

Files of placement and employment records are maintained.

Surveys of former students are conducted to determine their occupational and/or educational status on a three year basis.

Literature and consultative services are made available to prospective students which provide a realistic outlook of occupational responsibilities and opportunities.

Evaluation

Results obtained from program evaluations are used to promote, develop, and improve the instructional program.

Administrators, instructors, and advisory committee members continuously evaluate the program utilizing manpower data, enrollment figures, and follow-up data on former students.

Criterion statements are used to evaluate student competencies and achievements.

Courses within the program and the instructional staff are evaluated by students at the end of each term.

Instructors, administrators, or placement officers conduct follow-up surveys of former students to determine the effectiveness of the program.

Reasons for student drop-outs are determined through interviews or questionnaires and are used to revise the educational program.

This is one in a series of leaflets prepared as a result of two years of research in the Home Economics Education Department, Iowa State University. The research was funded by the Department of Health, Education, and Welfare, Office of Education, Occupational and Adult Education Branch (Grant Number G007701165) and included a national sample of educators in postsecondary education institutions, state supervisors of postsecondary institutions, and distributed education professors in higher education. The title of the research project was Standards for Postsecondary Programs in Textiles and Clothing.

Project Director

Dr. Irene Beavers
Professor, Home Economics Education

Graduate Assistant

Mrs. Kathleen Beery

Iowa State University
College of Home Economics
Home Economics Education
Ames, Iowa
1979

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[a] Standards were adapted from Standards for Quality Vocational Programs in Agricultural/Agribusiness Education, Agricultural Education Department, Iowa State University, Ames, Iowa, 1977.

Appendix DD:

Competencies Needed for Mid-Management and Entry-Level Positions in Fashion Merchandising

Managerial
Market Research
Promotion
Buying
Selling

May 1979

Home Economics Education
Iowa State University
Ames, Iowa

H. Ed. 14

COMPETENCIES NEEDED FOR MID-MANAGEMENT POSITIONS IN FASHION MERCHANDISING

Managerial (Planning, Directing, Coordinating, and Controlling)

Interpret legislation regarding wages and hours, workman's compensation. and unemployment benefits as it affects store policy and procedure.

Interpret legislation pertaining to customer and product liability as it affects store policy and procedure.

Interpret legislation regarding fabric and garment labeling as it affects store policy and procedure.

Describe a total retail operation according to functions or areas of responsibility including finance and control, merchandising, sales promotion, and operations.

Perceive the importance of planning activities such as merchandise assortment planning and financial planning.

Forecast store sales for a specified period of time.

Develop a seasonal merchandise budget based on past and anticipated sales.

Perform calculations needed to price merchandise.

Use daily, weekly, or monthly stock and sales reports to evaluate past performance, appraise current plans, and make future plans.

Comprehend the difference between using a periodic or perpetual system for a retail method of inventory.

Analyze the reasons for markdowns.

Identify and analyze factors which influence the profitable pricing of merchandise.

Use monthly or annual financial reports to evaluate past performance, appraise current plans, and make future plans.

Develop plans to prevent or reduce stock shrinkage.

Assign duties and delegate responsibility to maintain an efficient department or store operation.

Develop training programs for new employees.

Carry out existing training programs for new employees.

Assign employees to tasks which are appropriate to the interests and skills of the individuals.

Develop and maintain harmonious relationships with other employees.[1]

Managerial (Planning, Directing, Coordinating, and Controlling) (continued)

Evaluate themselves in terms of the personal qualities necessary to be successful in fashion merchandising.[1]

Communicate effectively in writing memos, forms, reports, and business letters.[1]

Recognize the effects of community events and local business activities on store plans.

Buying

Select specific merchandise which will satisfy the needs and wants of potential customers.

Identify fabric performance characteristics which consumers want in the use and care of merchandise.[1]

Identify fabric merchandise based on a technical knowledge of fabrics and garment construction.[1]

Evaluate the quality of construction features and materials used in accessory items.[1]

Explain the provisions of purchase orders which include terms of sale and delivery.

Plan a balanced merchandise assortment.

Explain the types and functions of resident buying offices.

Adjust a merchandise assortment plan according to supply and demand.

Interpret the effects of price and personal income on the purchasing behavior of consumers.

Explain the various theories of fashion adoption and their implications for merchandising.

Use knowledge of the sociological-psychological aspects of textiles and clothing to better understand the purchasing motives of consumers.

Explain the organization of the fashion industry in terms of the fashion market calendar, primary markets, secondary markets, and channels of distribution.

Selling

Advise customers on flattering garment styles based on a general knowledge of figure types and individual customer preferences.

Selling (continued)

Use terminology commonly accepted in the fashion and textiles industry to communicate product information and ideas.[1]

Work skillfully with customers.[1]

Effectively initiate and close sales.[1]

Sales Promotion

Arrange floor space effectively for merchandise sales considering consumer buying behavior, customer convenience and safety, and security.[1]

Select merchandise items for retail advertising based on profit and sales potential, available inventory, customer appeal, and the store's image.

Apply the elements and principles of design to the selection and promotion of merchandise.

Evaluate advertising copy according to established principles of advertising.

Plan attractive window and interior displays which show merchandise that is timely and adequately stocked.[1]

Coordinate all promotion including displays, advertising, and personal selling efforts.

Plan and coordinate fashion shows and special events.

Judge the relative cost and effectiveness of an advertisement or display.

Communicate advertising goals and plans to sales personnel.

Market Research

Identify the needs and wants of potential customers.[1]

Determine current fashion trends and forecast future ones.[1]

Comprehend the economic, political, and historical factors which influence the changing pattern of fashion.

Perceive the importance of reading trade journals, newspapers, and other sources of trade information on a regular basis.[1]

COMPETENCIES NEEDED FOR ENTRY-LEVEL POSITIONS IN FASHION MERCHANDISING

Managerial

Develop and maintain harmonious relationships with other employees.

Evaluate themselves in terms of the personal qualities necessary to be successful in fashion merchandising.

Communicate effectively in writing memos, forms, reports, and business letters.

Buying

Select specific merchandise which will satisfy the needs and wants of potential customers.

Perceive the importance of reading trade journals, newspapers, and other sources of trade information on a regular basis.

Identify quality merchandise based on a technical knowledge of fabrics and garment construction.

Evaluate the quality of construction features and materials used in accessory items.

Identify fabric performance characteristics which consumers want in the use and care of merchandise.

Selling

Work skillfully with customers.

Advise customers on flattering garment styles based on a general knowledge of figure types and individual customer preferences.

Effectively initiate and close sales.

Use terminology commonly accepted in the fashion and textiles industry to communicate product information and ideas.

Sales Promotion

Plan attractive window and interior displays which show merchandise that is timely and adequately stocked.

Arrange floor space effectively for merchandise sales considering consumer buying behavior, customer convenience and safety, and security.

Market Research

Identify the needs and wants of potential customers.

Determine current fashion trends and forecast future ones.

This is one of a series of leaflets prepared as a result of two years of research in the Home Economics Education Department, Iowa State University. The research was funded by the Department of Health, Education, and Welfare, Office of Education, Occupational and Adult Education Branch (Grant Number G007701165). The national sample included teacher-coordinators and teachers of fashion merchandising in post-secondary programs and business personnel in department specialty, and chain department stores. Examples of entry-level positions included assistant department managers and management trainees; examples of mid-management level positions included assistant buyers, buyers and specialty store managers. The title of the research project was Standards for Postsecondary Programs in Textiles and Clothing.

Project Director

Dr. Irene Beavers
Professor, Home Economics Education

Graduate Assistant

Mrs. Kathleen Beery

Iowa State University
College of Home Economics
Home Economics Education
Ames, Iowa
1979

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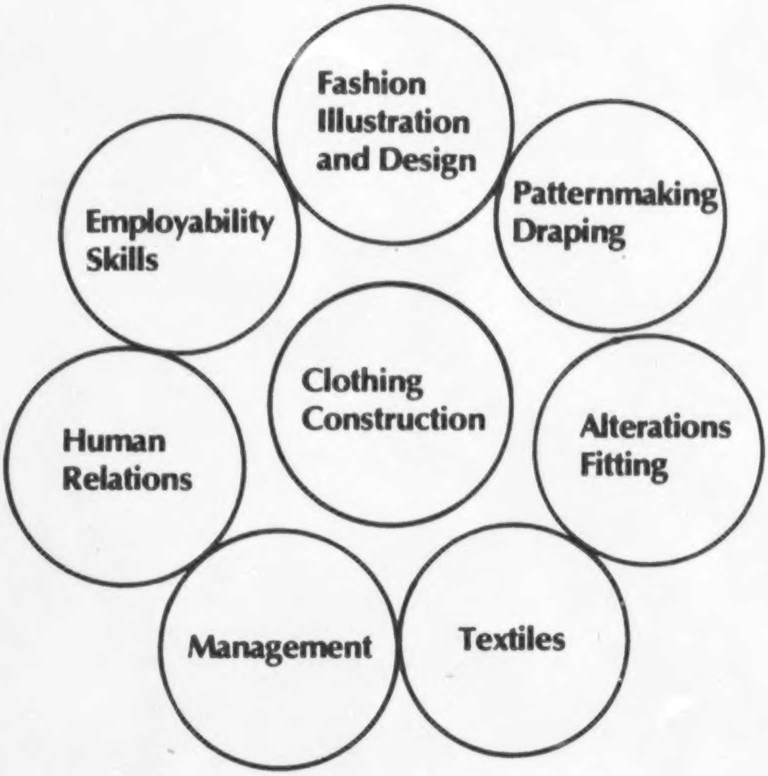
[1] Competencies also judged to be important for entry-level positions in fashion merchandising.

Appendix EE:

Competencies Needed for Fashion Design Occupations


Fashion Illustration and Design
Patternmaking Draping
Employability Skills
Clothing Construction
Human Relations
Alterations Fitting
Management
Textiles

May 1979

Home Economics Education
Iowa State University
Ames, Iowa

H. Ed. 12

COMPETENCIES NEEDED FOR FASHION DESIGN OCCUPATIONS

Fashion Illustration and Design

Select suitable fabric and notions for the apparel design.[3]

Illustrate a fashion figure, utilizing different poses of a woman, man or child with speed, flair, and accuracy.

Illustrate various fabrics and design details accurately for a work room sketch.[2]

Use the elements of design and apply the principles of design in illustrating and designing apparel.

Explain the theory of color and its application to apparel design.

Exhibit the ability to design contemporary apparel utilizing inspirations from history of art and costume.

Be aware of current leading designers.

Analyze current fashion trends and predict future trends.

Appreciate the importance of reading fashion industry journals and periodicals.

Analyze the economic, population, and climatic factors which influence the consumer fashion demand.

Explain the general structure of the apparel industry: mass cutting, industrial sewing, finishing, and distribution.

Judge good lines and shapes in garment designs.[3]

Choose appropriate fabric for apparel designs and figure types.[3]

Interpret customer's ideas and fabric choices into designs which meet potential customer's desires.[1]

Evaluate finished product for quality and for customer's intended end use.[1]

Patternmaking and Draping

Analyze the development of the body to understand sizing and the principles of grading.

Grade patterns up and down a range of sizes with accuracy while maintaining the proper fit and design.[3]

Perfect a pattern; mark and label the pattern correctly.[3]

Alter a commercial pattern to develop a new design or to adjust the pattern for figure irregularities.[3]

Patternmaking and Draping (continued)

Develop a pattern for bodices, skirts, shifts, sleeve variations, and collar variations and pants by the flat pattern procedure.[3]

Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by the drafting procedure.

Develop a pattern for bodices, skirts, shifts, sleeve variations, collar variations, and pants by draping.

Maintain design lines while adapting a pattern or altering a garment; or restyle design lines if necessary for proper fit.[3]

Write brief and clear sewing, cutting, and layout directions.[1]

Alterations and Fitting

Take accurate measurements on a customer.[3]

Describe and recognize fitting problems related to customers of different ages, figure types, and physical disabilities.[3]

Determine the appropriate method to correct a ready-to-wear garment for improper fit due to figure variations.[3]

Evaluate the fit of a sample garment and make the appropriate adjustments.[3]

Alter the crotch, side seams, and waistline of women's and girls' pants to correct for improper fit.[3]

Change the slope and/or length of the shoulder in women's and girls' garments to correct for improper fit through front and back shoulder area.[3]

Adjust placement and shape of a sleeve to correct for improper fit.[3]

Adjust bust dart placement, shape, and length and princess line seaming to better conform to the bust shape and position.[3]

Adjust the width and length of a bodice of skirt in women's and girls' garments to correct for improper fit in the waist, midriff, bust, and hip area.[3]

Alter necklines and placement of collars on women's and girls' garments to correct fit around the neck.[3]

Clothing Construction

Determine the proper interfacing, lining, interlining, and backing according to the weight, color, stretch, and care requirements of a fabric.[3]

Clothing Construction (continued)

Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics.[1]

Analyze fabric type and garment style to determine appropriate seam and hand stitches.[3]

Determine the amount of fabric, trim, and notions needed and calculate the cost from the measurements, type of fabric, work specifications and labor cost.[1]

Analyze the fabric design and determine the length needed to match design and the proper techniques for cutting and straightening the grain.[1]

Use pressing equipment properly and efficiently to press and mold during the different stages of the construction process.[3]

Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner.[1]

Calculate the cost of a garment or alterations performed based on materials and labor.[3]

Perform the basic sewing skills in assembling and finishing a garment and on garment details.[3]

Insert zippers of different types by various methods.[3]

Tape the lapel area, pad stitch the collar/lapel area, and apply interfacing either by hand, machine, or fusing.[3]

Apply interfacing, lining, interlining, and backing to garments using the appropriate techniques.[3]

Determine the number and spacing of pleats; form the pleats and stitch properly.

Textiles

Comprehend the major methods of fiber and yarn manufacturing and fabric construction.[2]

Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric.[1]

Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance and hand of the fabric.[1]

Analyze the effect of yarn construction on the end use, wearing properties, care procedures, appearance, hand of the fabric, and sewing techniques.

Textiles (continued)

Analyze the effect of dyeing, printing, and finishing methods used on fabrics in relation to the end use, wearing properties, care procedures, appearance, and hand of the fabric.[2]

Comprehend the dyeing, printing, and finishing processes applied to textile products.[2]

Employability Skills

Locate potential job opportunities based on competencies achieved in the textiles and clothing occupational area.[3]

Exhibit communication skills needed to secure a job: job interviewing, preparation of resumé, and completion of application forms.[1]

Management of Time and Resources

Manage time, energy, and resources by using an efficient arrangement of the work area.[1]

Appreciate the importance of maintaining accurate customer and business records.[1]

Analyze the different factors in the manufacturing process that could affect the quality and the cost of a garment.

Write and interpret information found on work orders.[1]

Human Relations Skills

Display positive attitudes toward employer-employee relationships.[1]

Demonstrate qualities of personality that will be helpful when working with customers.[1]

Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with other employees.[1]

This is one in a series of leaflets prepared as a result of two years of research in the Home Economics Education Department, Iowa State University. The research was funded by the Department of Health, Education and Welfare, Office of Education, Occupational and Adult Education Branch (Grant Number G008801165) and included a national sample of apparel manufacturers and teacher-coordinators and teachers of fashion design in post-secondary programs. The fashion design occupational cluster included the entry-level jobs of assistant designer, sample maker, and patternmaker. The title of the research project was Standards for Postsecondary Programs in Textiles and Clothing.

Project Director

Dr. Irene Beavers
Professor, Home Economics Education

Graduate Assistant

Mrs. Kathleen Beery

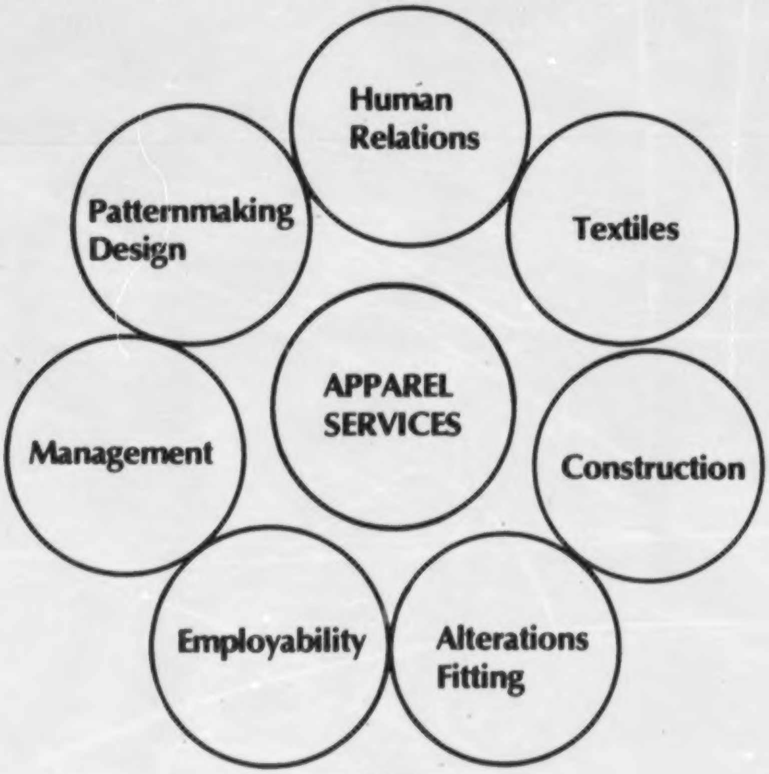
Iowa State University
College of Home Economics
Home Economics Education
Ames, Iowa
1979

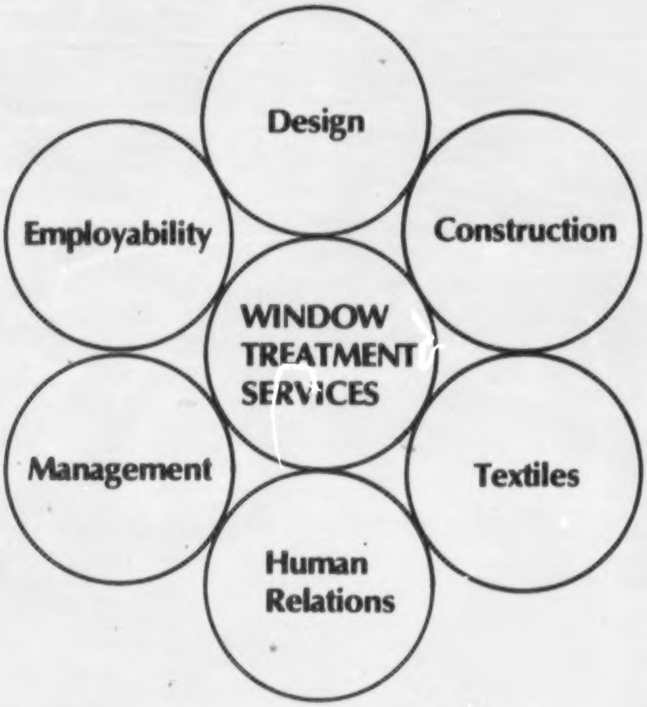
[1] Competencies common to Fashion Design, Window Treatment Services, and Apparel Services Occupations.

[2] Competencies common to Fashion Design and Window Treatment Services Occupations (excluding competencies common to all three occupations).

[3] Competencies common to Fashion Design and Apparel Services Occupations (excluding competencies common to all three occupations).

Competencies Needed for Apparel and Window Treatment Services


Human Relations
Patternmaking Design
Textiles
APPAREL SERVICES
Management
Construction
Employability
Alterations Fitting


Design
Employability
Construction
WINDOW TREATMENT SERVICES
Management
Textiles
Human Relations

May 1979

Home Economics Education
Iowa State University
Ames, Iowa

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COMPETENCIES NEEDED FOR APPAREL SERVICES

Patternmaking and Design

Maintain design lines while adapting a pattern or altering a garment; or restyle design lines if necessary for proper fit.[3]

Alter a commercial pattern to develop a new design or to adjust the pattern for figure irregularities.[3]

Perfect a pattern; mark and label the pattern correctly.[3]

Grade patterns up and down a range of sizes with accuracy while maintaining the proper fit and design.[3]

Develop a pattern for bodices, skirts, shifts, and sleeve variations, and collar variations and pants by the flat pattern procedure.[3]

Write brief and clear sewing, cutting, and layout directions.[1]

Select suitable fabric and notions for the apparel design.[3]

Choose appropriate fabric for apparel designs and figure types.[3]

Interpret customer's ideas and fabric choices into designs which meet potential customer's desires.[1]

Advise customers in selection of becoming design lines for the particular figure types.

Judge good lines and shapes in garment designs.[3]

Evaluate finished product for quality and for customer's intended end use.[1]

Alterations and Fitting

Take accurate measurements on a customer.[3]

Describe and recognize fitting problems related to customers of different ages, figure types, and physical disabilities.[3]

Determine the appropriate method to correct a ready-to-wear garment for improper fit due to figure variations.[3]

Evaluate the fit of a garment on a customer taking into account the customer's standards and wishes for a proper fit and pin fit or mark the necessary changes.

Evaluate the fit of a sample garment and make the appropriate adjustments.[3]

Prepare a tag indicating alteration procedures/instructions and mark the garment using standardized symbols to specify the proper alterations.

Alterations and Fitting (continued)

Alter necklines and placement of collars on women's and girls' garments to correct fit around the neck.[3]

Alter men's and boys' trousers to correct for improper fit by adjusting the crotch, inseam, seat, waist, cuff, and hems; by tapering trouser legs.

Alter men's and boys' jackets to correct for improper fit in the shoulder area and through the blades.

Alter the crotch, side seams, and waistline of women's and girls' pants to correct for improper fit.[3]

Shorten or lengthen the sleeves and hems of men's, women's and children's garments.

Adjust the width and length of a bodice of skirt in women's and girls' garments to correct for improper fit in the waist, midriff, bust, and hip area.[3]

Alter men's and boys' jacket collars to correct fit by shrinking, lowering, raising, and shortening.

Adjust bust dart placement, shape, and length and princess line seaming to better conform to the bust shape and position.[3]

Adjust placement and shape of a sleeve to correct for improper fit.[3]

Change the slope and/or length of the shoulder in women's and girls' garments to correct for improper fit through front and back shoulder area.[3]

Shape and insert padding in a tailored garment to correct for figure irregularities.

Apparel Construction

Determine the proper interfacing, lining, interlining, and backing according to the weight, color, stretch, and care requirements of a fabric.[3]

Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics.[1]

Analyze fabric type and garment style to determine appropriate seam and hand stitches.[3]

Determine the amount of fabric, trim, and notions needed and calculate the cost from the measurements, type of fabric, work specifications and labor cost.[1]

Apparel Construction (continued)

Analyze the fabric design and determine the length needed to match design, and the proper techniques for cutting and straightening the grain.[1]

Use pressing equipment properly and efficiently to press and mold during the different stages of the construction process.[3]

Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner.[1]

Calculate the cost of a garment or alterations performed based on materials and labor.[3]

Perform the basic sewing skills in assembling and finishing a garment and on garment details.[3]

Insert zippers of different types by various methods.[3]

Tape the lapel area, pad stitch the collar/lapel area, and apply interfacing either by hand, machine, or fusing.[3]

Apply interfacing, lining, interlining, and backing to garments using the appropriate techniques.[3]

Repair and replace zippers, pockets, buttonholes, belt loops, and linings in ready-made garments if advisable.

Textiles

Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric.[1]

Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance and hand of the fabric.[1]

Employability Skills

Exhibit communication skills needed to secure a job: job interviewing, preparation of resume, and completion of application forms.[1]

Locate potential job opportunities based on competencies achieved in the textiles and clothing occupational area.[3]

Human Relations

Demonstrate qualities of personality that will be helpful when working with customers.[1]

Display positive attitudes toward employer-employee relationships.[1]

Human Relations (continued)

Display qualties of personality that will be helpful in developing and maintaining harmonious relationships with other employees.[1]

Management of Time and Other Resources

Appreciate the importance of maintaining accurate customer and business records.[1]

Write and interpret information found on work orders.[1]

Manage time, energy, and resources by using an efficient arrangement of the work area.[1]

COMPETENCIES NEEDED FOR WINDOW TREATMENT SERVICES

Design of Window Treatments

Use the elements of design and apply the principles of design in creating window treatments and decorative furnishings.

Determine the appropriate window treatment for different window types and measure for them.

Make purchasing decisions based on an understanding of consumer behavior.

Advise customers on suitable fabric for the style of window, furniture, or decor

Interpret customer's ideas and fabric choices into designs which meet potential customer's desires.[1]

Choose the appropriate hardware and mount the hardware and window treatments to the satisfaction of the customers.

Illustrate various fabrics and design details accurately for a work room sketch.[2]

Construction of Window Treatments and Home Accessories

Write brief and clear sewing, cutting, and layout directions.[1]

Determine the amount of fabric, trim, and notions needed and calculate the cost from the measurements, type of fabric, work specifications and labor cost.[1]

Analyze the fabric design and determine the length needed to match design and the proper techniques for cutting and straightening the grain.[1]

Determine the number and spacing of pleats; form the pleats and stitch properly.

Choose the appropriate stitch length, type of stitch, tension setting, and type of needle necessary for various fabrics.[1]

Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner.[1]

Design and construct pillows, bolsters, bedspreads, and slipcovers.

Construct lined and unlined draperies, valances, cornices, shades, curtains, and sheet draperies.

Analyze when to use and where to place weights in drapery panels and place weights properly if necessary.

Attach buckram or crinoline and linings to draperies.

Repair, alter, or remake draperies and slipcovers.

Evaluate finished product for quality and for customer's intended end use.[1]

Textiles

Analyze the effect of yarn construction on the end use, wearing properties, care procedures, appearance, hand of the fabric, and sewing techniques.

Analyze the effect of dyeing, printing, and finishing methods used on fabrics in relation to the end use, wearing properties, care procedures, appearance, and hand of the fabric.[2]

Analyze the effect of fabric construction on the end use, wearing properties, care procedures, appearance and hand of the fabric.[1]

Comprehend the major methods of fiber and yarn manufacturing and fabric construction.[2]

Describe how the characteristics of natural and man-made fibers affect the end use, wearing properties, care procedures, appearance, and hand of the fabric.[1]

Textiles (continued)

Comprehend the dyeing, printing, and finishing processes applied to textiles products.[2]

Interpret the federal laws and regulations as they apply to fabrics.

Human Relations

Display positive attitudes toward employer-employee relationships.[1]

Demonstrate qualities of personality that will be helpful when working with customers.[1]

Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with other employees.[1]

Exhibit basic salesmanship techniques and procedures in the selling of merchandise.

Management of Time and Other Resources

Appreciate the importance of maintaining accurate customer and business records.[1]

Write and interpret information found on work orders.[1]

Manage time, energy, and resources by using an efficient arrangement of the work area.[1]

Employability Skills

Exhibit communication skills needed to secure a job: job interviewing, preparation of resumé, and completion of application forms.[1]

This is one in a series of leaflets prepared as a result of two years of research in the Home Economics Education Department, Iowa State University. The research was funded by the Department of Health, Education, and Welfare, Office of Education, Occupational and Adult Education Branch (Grant Number G007701165). The apparel services career cluster included the entry-level jobs of alterations, dressmaking, and tailoring. The national sample for the apparel services study included teacher-coordinator and teachers of apparel services in postsecondary programs and business personnel in the related occupations. The window treatment services career cluster included the entry-level jobs of drapery maker, drapery sales person, and home accessories server. The sample for the window treatment services study included teacher-coordinators and teachers of interior design (home furnishings) in postsecondary programs and business personnel in the related occupations. The title of the research project was Standards for Postsecondary Programs in Textiles and Clothing.

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